DOCUMENT RESUME

ED 253 644 CE 039 768

AUTHOR Borden, Jill
TITLE Volunteerism in Adult Education. A Guidebook for Increasing the Scope and Quality of Volunteer Programs in Adult Education.
INSTITUTION Phoenix Union High School District, Ariz.
SPONS AGENCY Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE 25 Jan 84
NOTE 218p.; Developed under a 310 grant.
AVAILABLE FROM Jill Borden, 2333 North Dayton, Phoenix, AZ 85006 ($17.74).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC09 Plus Postage.
DESCRIPTORS Adult Basic Education; *Adult Education; *Adult Programs; Educational Planning; Educational Resources; *Guidelines; Models; Motivation; Motivation Techniques; Participant Characteristics; Postsecondary Education; *Program Development; Public Relations; Recruitment; Selection; Training Methods; Voluntary Agencies; *Volunteers; *Volunteer Training

ABSTRACT

This guide contains information intended to help schools set up volunteer programs and use volunteers to conduct and enhance adult education programs. Although the handbook is aimed at the field of adult education, it also contains information that could be used to recruit and use volunteers in programs in any field. The guide is organized in seven chapters that lead the reader through a step-by-step process for establishing and operating an effective volunteer program. Each of the chapters addresses a specific area of concern and, with the exception of chapter I, each chapter has an appendix immediately following it. The appendixes contain additional information on the topics of the chapters, as well as many sample materials. The guide covers the following topics: characteristics of volunteers, establishing a volunteer program that works, preplanning for the use of volunteers, motivation of volunteers, recruitment and screening of volunteers, orientation and training of volunteers, and placement and retention of volunteers. Some of the materials listed in the chapter appendixes include volunteer organizations' addresses and membership listings, volunteer publications, sample volunteer job descriptions, volunteer motivation materials, recruitment and public relations materials, orientation and training materials, and placement and recognition materials. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED253644

VOLUNTEERISM IN ADULT EDUCATION

A Guidebook for Increasing the Scope and Quality of Volunteer Programs in Adult Education

Written by Jill Borden

Phoenix Union High School District #210
Adult Basic Education Division
Volunteers in Adult Education
525 North 7th Street
Phoenix, Arizona 85006

This Guidebook was developed under a 310 grant from the State Department of Education, Adult Basic Education Division. However, the contents of this Guidebook do not necessarily represent the opinions or policies of the funding source, and endorsement by the federal government should no be assumed.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Borden

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

January, 1984

JB:wp-6482
01/25/84

CE039768

TABLE OF CONTENTS

	PAGE
About the Author	iii
Acknowledgements	iv
Introduction	v
Preface	vi
How This Guidebook Is Organized	vii
CHAPTER I: Volunteers: An Adult Education Asset	I-1
Volunteers: Who Are They	I-2
Demographic Analysis of Volunteers	I-3
CHAPTER II: "But I Don't Know Anything About Running a Volunteer Program." Establishing a Program That Works	II-1
Administrative Support	II-1
Staff Support	II-2
Advisory Group	II-2
Program Costs	II-3
Space and Equipment	II-4
Funding Sources	II-5
Community Support	II-6
A Professional Approach	II-7
APPENDIX II: Volunteer Organizations' Addresses and Membership Listings; Volunteer Publications	II-1A
CHAPTER III: Doing Your Homework	III-1
Possibilities for Volunteer Involvement	III-2
Sample Needs Assessment Questionnaires	III-6
Setting Program Goals and Objectives	III-12
Volunteer Roles, Duties and Responsibilites	III-15
Responsibilities of the Sponsoring Institution to its Volunteers	III-18
First Year Start-up and Management Plan Chart	III-20

PAGE

APPENDIX III:

Sample Job Descriptions III-1A

CHAPTER IV: Volunteers Don't Work For Nothing; You Get What You "Pay" For IV-1

APPENDIX IV:

Volunteer Motivation Materials; Reasons Why People Volunteer IV-1A

CHAPTER V: Recruiting and Screening of Volunteers V-1

Planning a Recruitment Program V-1

Request for Volunteer Help Form V-2

Implementing the Recruitment Program V-7

Interviewing and Screening Volunteer Applicants V-9

APPENDIX V:

Recruitment, Screening and Public Relations Material V-1A

CHAPTER VI: Orientation and Training of Volunteers VI-1

Orientation VI-1

Training Content VI-4

APPENDIX VI:

Sample Orientation and Training Materials VI-1A

CHAPTER VII: Placement and Retention of Volunteers VII-1

Placement VII-1

Contracts VII-4

Retention of Volunteers VII-6

Recognition VII-6

In-Servicing Training, Development and Support VII-9

APPENDIX VII:

Sample Placement, Retention and Recognition Materials VII-1A

ABOUT THE AUTHOR

Jill Borden has a bachelor's degree in Sociology from Grand Valley State Colleges, College of Arts and Sciences, in Michigan. She has worked in the field of adult education since 1971 when she began teaching ESL, ABE and GED preparation to adult migrant workers in Muskegon, Michigan. From 1973-74 she was coordinator of an adult education center in Grand Rapids, Michigan which provided ABE, GED, ESL and Citizenship classes to multi-ethnic adult learners. In one year, under her direction, the number of volunteers at this Center increased from 30 to over 80.

In 1974, Ms. Borden left Michigan and moved to Arizona where she taught ESL to foreign students in the English Skills Program at ASU for two years. Following that, she began teaching for PUHSD Adult Education, with the Indochinese Refugee Program (later known as the LINK Program). One year later she became coordinator of that program and began involving community volunters in teaching ESL and basic skills to adult refugees. That successful effort evolved, in 1981, into an all-volunteer program, V-FoRSS (Volunteers for Refugee Self-Sufficiency.) The V-FoRSS Program provided ESL and basic skills to adult refugees by means of 147 community volunteers (in its first year) under the direction of paid staff. In 1982, the LINK/V-FoRSS Program was certified as a State Validated Quality Program by Arizona's Quality Programs and Practices System.

Over the years Ms. Borden has led numerous staff and volunteer training workshops. Another of her roles was managing editor of Communique, the statewide newsletter for Arizona's adult educators. She was one of the organizers of the Valley Inter-agency Refugee Council and was instrumental in helping form the Arizona Refugee Council -- a statewide organization. She was a member of both organizations and served on several task forces for the two groups.

In 1983, Ms. Borden left the LINK/V-FoRSS Program to become the Volunteer Program Specialist for PUHSD/ABE. In 1984, she left PUHSD to promote the use of volunteers in adult education throughout the state. Ms. Borden is a member of the Arizona Association of Directors of Volunteer in Agencies (DOVIA).

ACKNOWLEDGEMENTS

Special acknowledgement and thanks belong to David Whitehorn, friend and co-worker for the past five years. This guidebook is in large part the product of ideas and practices developed and implemented jointly with him over a four-year period.

I also wish to acknowledge the many ideas and assorted sample materials contributed by Jack Berdeaux. The chapter on recruitment, in particular, draws considerably from his work and research.

My deep appreciation to Shirley Heymann, Adult Basic Education Coordinator for Phoenix Union until January, 1984, for her thoughtful suggestions and constant encouragement, and for her confidence in and support of me at each new undertaking over the past five years.

I'd like to mention the contributions of the very special LINK/V-FoRSS staff who so capably put the theories set forth in this Guidebook into practice, and who demonstrated so irrefutably the workability and value of volunteers in adult education.

My thanks to Lettie Cale of the Community Education Division of the State Department of Education, to Isabelle Tinker and Lucia Causey of the Maricopa County Volunteer Bureau, and to Sharon Ward of the Veteran's Admnistration Hospital in Phoenix for their encouragement and enthusiastic early support of this project. And my most grateful appreciation to Mary Struthers, member of the National Advisory Council on Adult Education, for her chapter-by-chapter continued support of this Handbook throughout its writing.

Finally, I'd like to express my gratitude to the hundreds of volunteers, adult learners and adult educators with whom I have worked, from whom I have learned, and by whom I have been inspired over the past thirteen years.

INTRODUCTION

While this Guidebook is directed specifically to the problems of volunteerism in adult education, the ideas, principles and sample materials set forth here have a much broader application. They are appropriate for any volunteer program that wants to attract and keep high-quality volunteers and that wants to have a strong, viable volunteer program.

In education, perhaps more than anywhere else, there is a need for professional-quality volunteer help. The Volunteer Bureau applauds those adult educators throughout the state who take a stand in insisting on professionally operated volunteer programs that will produce the kind and numbers of volunteers needed to assure the highest possible quality of education for adult learners in Arizona.

The Volunteer Bureau measures the effectiveness of the Agency Program by the way the Agency orients, trains, and maintains the Volunteers referred to them. The Volunteer Bureau prefers to refer volunteers to programs that follow the criteria recommended in this excellent Guidebook. The guidelines in this book will prove beneficial to the agency, the volunteer, and the client.

And that is what Volunteerism is all about!

Isabelle Tinker, Executive Director
Volunteer Bureau of Maricopa County

PREFACE

Two years ago, it was suggested by the Arizona Quality Programs and Practices Review Team that we should put our experiences with adult education volunteers into a "cookbook" with "recipes" for a successful volunteer program that could be adapted to the volunteer needs of other education programs. This Guidebook, Volunteerism in Adult Education, is our response to that suggestion.

We hope and believe that you'll find the "recipes" presented here clear and easy to follow. Try them. If you like them and they adapt comfortably to your style and needs, we will be pleased and our efforts will be well rewarded.

Tastes, preferences and "nutritional" needs vary. By all means, experiment with the basic recipes we've offered. Their nutritional value for a healthy program is sound, but producing a good volunteer program, much like producing a nutritious and pleasing meal, is a creative process and is a matter of individual palate, style, needs and ingredients available locally. Only to the degree that our offerings can become your own, fitting into and filling your needs, will our effort have been successful. Please let us know. We'd like to hear from you.

Best wishes for a successful volunteer program.

HOW THIS GUIDEBOOK IS ORGANIZED

The seven chapters of this Guidebook are ordered in such a way that the reader, proceeding from page one, Chapter I, to the end of Chapter VII, will be guided through an orderly, step-by-step process for establishing and operating an effective volunteer program. Each of the chapters addresses a specific area of concern and prepares the way for the subject of the chapter which follows.

We tried to organize materials pertinent to each chapter at the end of that chapter. Thus, each chapter, with the exception of Chapter I, has an appendix which immediately follows it. The appendix contains additional information referred to in the narrative portion of the chapter, and many sample materials. The intent was that this information should be readily available for easy reference right then, or conveniently bypassed until later if the reader prefers. In a few instances we have felt the material referred to to be of sufficient importance to include it in the body of the chapter.

Each of the appendices begins and ends with a dark brown divider page so that the reader can quickly and easily identify where the next chapter begins. Chapter V, VI and VII have several sections within their appendices. The sections are labeled (Section V-A, Section V-B, etc., and are further indicated by light brown divider page.

Finally, each chapter begins anew with page one. Thus, Chapter I begins with page I-1, Chapter II, with page II-1, and so on.

We hope you will find the Guidebook's format comfortable and easy to use.

CHAPTER I

Volunteers: An Adult Education Asset

In the past few years, volunteerism has drawn increased attention due to decreased funding for social and educational programs at a time of increased demand for the services provided by those funds. Although volunteers can be a valuable tool, their use requires professional staff to provide training, direction, and continuity to volunteer activities.

We believe there are very good reasons for establishing volunteer programs in support of adult education programs and services. It seems important and valuable for programs to use their staffs in ways which will involve their local communities in maintaining and expanding effective programs, and in establishing innovative and cost effective new ones.

Cost effectiveness should not be interpreted to mean the amount of money a program saves by making use of volunteers. Rather, it is better demonstrated in the improved quality and added services a program can provide when it uses volunteers. While volunteers cannot and should not be expected to replace or "make up for" the loss of professional staff, they can extend the professional capabilities of whatever staff you do have. And although it is the paid professional staff's responsibility to create and operate a quality adult education program, a corps of well-trained volunteers can be effective agents of that program, enabling it to deliver more and better quality services to greater numbers of people.

Most adult education programs (and other, non-education programs as well) with good volunteer programs enjoy increased public awareness and support. The increased support may take many forms: general good will toward the program, greater awareness of the needs (financial and otherwise) of the program, greater awareness of the needs of the people it serves, increased interest in legislation that supports adult education,

and willingness to share resources with the program: e.g., manpower, classroom space, donated learning supplies and materials, money, etc.

More and more, private businesses are encouraging employees to become involved in their communities. Some employers are providing paid release time for their employees to enable them to do so. This is especially true for white collar employees. When a satisfied volunteer reports back to an employer about his/her experience, or enthusiastically discusses his/her volunteer activities with friends and family, s/he generates a climate of receptive interest in others that can gradually but profoundly affect community attitudes. This helps to prepare the way for community involvement in meeting future program needs. The support and good will that a corps of enthusiastic volunteers can generate toward a program should not be underestimated.

We believe, and our experience has borne out our belief, that a significantly large portion of the population is not only willing, but would welcome the opportunity to take an active, meaningful part in the betterment of local communities. Indeed, a 1981 Gallup Survey of volunteering across the U.S. revealed that "52 percent of American adults and an almost equal proportion of teenagers (53%) ...volunteered in the year between March 1980 and March 1981." The much talked-about lack of citizen concern may well be a myth. Several hundred people in Milwaukee, Wisconsin, when asked why they had never volunteered, responded, saying that they had never been asked. Perhaps the heavy involvement of government in programs which serve people has left the private population wondering what, if anything, they have worth contributing, and bewildered by how to go about it.

VOLUNTEERS: WHO ARE THEY?

For many, the term "volunteer" conjures up images of "do-gooders" -- well meaning people (often little old ladies with nothing else to do) who mostly manage to get in the way. For others, a volunteer is someone who comes in once in a while "to help out" but is really not very much help and is not someone you can depend on. For still others and particularly

among educator professionals, "volunteer" and "amateur" are regarded as synonymous terms, with the result that professional staff often perceive a very limited role for volunteers in an adult education setting. A staff's lack of positive exposure to volunteers may make them seem, on the surface, to be simply more bother than they're worth.

But our experience and state and national research has provided some very different information about volunteers. In truth, volunteers are usually capable people from a broad cross-section of backgrounds. Nationally, (1981 Gallup Survey) the ". . .typical volunteer is an individual between the ages of 25-44, college educated, employed, and earning upwards of $20,000 a year." (See "Demographic Analysis of Type of Volunteer" from the Gallup Survey which follows on page I-4.)

In-state, a 1983 demographic profile of volunteers in Maricopa County indicates that ". . .most are between the ages of 25-44 (47%) or 55 and over (30%), married (69%), do not have children under 18 (52%), have achieved some college education (35%), or graduated from college (35%), are full time residents of the Phoenix area (93%), are Republicans (56%), politically conservative (52%), white (85%), female (64%), and have an income over $25,000 (47%). These findings tend to be quite consistent with those of Gallup's national findings other than that Phoenix area volunteers tend to be better educated than their national counterparts." (From the June 1983 "Study of Volunteerism in Maricopa County" prepared for The Volunteer Project, Community Council, Inc., Phoenix, Arizona.)

From our own experience, nearly 80% of the 147 persons who volunteered in a Phoenix adult education program in 1982 were between the ages of 20 and 45. Most of those were also employed outside the home. More than 50% were professionals with four or more years of college. Another 20% were college students. Although Phoenix has a large retirement community, fewer than 6% of the 147 were from that group. Page I-5 is a listing of the 49 different occupational categories represented by the 147 volunteers in this program.

DEMOGRAPHIC ANALYSIS OF TYPE OF VOLUNTEER

	Volunteer	Not Volunteer	Total	Number of Interviews
SEX	%	%	%	
Male	47	53	100	(808)
Female	56	44	100	(793)
AGE				
14-17	53	47	100	(152)
18-24	54	46	100	(205)
25-44	59	41	100	(633)
45-54	55	45	100	(244)
55-64	45	55	100	(237)
65 and Older	37	63	100	(276)
RACE				
White	54	46	100	(1406)
Non-White	41	59	100	(195)
MARITAL STATUS				
Married	53	47	100	(1081)
Single	58	42	100	(263)
Widowed/Divorced/ Separated	42	58	100	(257)
EMPLOYMENT STATUS				
Total Employed	57	43	100	(927)
Employed Full-Time	55	45	100	(753)
Employed Part-Time	65	35	100	(174)
Not Employed	45	55	100	(651)
ANNUAL HOUSEHOLD INCOME				
Under $4,000	40	60	100	(91)
$ 4,000 - $ 6,999	36	64	100	(186)
$ 7,000 - $ 9,999	35	65	100	(104)
$10,000 - $14,999	46	54	100	(278)
$15,000 - $19,999	53	47	100	(222)
$20,000 and Over	63	37	100	(711)
$40,000 and Over	62	38	100	(155)

	Volunteer	Not Volunteer	Total	Number Of Interviews
EDUCATION	%	%	%	
College	75	25	100	(284)
Some College	65	35	100	(363)
High School Graduate	54	46	100	(531)
Some High School	31	69	100	(243)
Grade School	26	74	100	(176)
CHILD UNDER 18 IN HOUSE				
Yes	57	43	100	(716)
No	48	52	100	(873)
REGION				
East	51	49	100	(448)
Midwest	54	46	100	(446)
South	48	52	100	(430)
West	57	43	100	(277)
CITY SIZE				
Metropolitan	46	54	100	(483)
Suburb	55	45	100	(607)
Non-SMSA	55	45	100	(511)
RELIGION				
Protestant	50	50	100	(927)
Catholic	52	48	100	(450)
Jewish	64	36	100	(36)
HOUSEHOLD SIZE				
One	41	59	100	(189)
Two	47	53	100	(485)
Three	55	45	100	(330)
Four and Over	59	41	100	(580)

*All demographics except age are based on adult sample only.

I-4

OCCUPATIONS OF V-FoRSS VOLUNTEERS

Typist
Housewife
Airline Reservation Agent
Manager of HUD Program for Indian Housing
Social Worker
Salesclerk
Student
Foreman for a Furniture Manufacturer
Pre-School Director
Registered Nurse
High School Teacher
Insurance Agent
Grade School Teacher
Vendor Businessman
Journalist
Home Child Caretaker
Artist
Special Education Teacher
PBX Operator
Architect
HVAC Designer
Landscape Maintenance Worker
Owner of Hardware Store
Retired Serviceman
Farm Labor Supervisor
Finance Manager

English Teacher
Spanish Teacher
Flight Attendant
Asst. Mgr. of Project "Pool It"
Shop Owner
Research Technician
Chairman of Consulting Firm
Executive Secretary
Art Salesperson
Accountant
Security Guard
Librarian
Painter
Photogapher
Technical Illustrator
Real Estate Investor
Hairdresser
Purchaser of Auto Parts
Career Education Coordinator
Wholesale Grocer
Assistant Plant Supervisor
Mechanical Engineer
Electronic Assembler
Electronic Technician
Business Manager of Democratic Party

These Phoenix volunteers are typical of those in other adult education programs with which we have experience. With a little planning, a program can attract the type and numbers of volunteers it wants and needs. (More about this in Chapters IV and V which deal with volunteer motivation and recruitment.) Be aware that it is neither advisable nor necessary to take every warm body that comes through your door and volunteers. You can and should be selective. Accept only those who meet your criteria. Although the needs and purposes of an adult education program may be unfamiliar to some, capable and interested volunteers can be taught the information and skills they need (and want) to know to be of real value and service to your program.

The program mentioned above, the Phoenix Union High School District's Adult Education LINK/V-FoRSS (Volunteers for Refugee Self-Sufficiency) Program, is an example of the philosophies we are discussing in this chapter, and is evidence of the high quality of service that properly trained volunteers can provide. Four years ago, this program was effectively serving over 250 adult refugees throughout Maricopa County. It was discovered, however, that over a hundred other adult refugees were unable to attend classes because they lacked transportation to get to the regular classes, had child care problems, or were so culturally and/or socially uninformed as to need home outreach instruction and encouragement to learn to function independently in a society radically different from that to which they were accustomed. In order to also serve these people and their needs, the program staff decided to call on members of the community to help.

Over 50 volunteers were recruited, trained and supervised in the teaching of ESOL and basic skills to more than 90 adult refugees, mostly in the refugees' homes. The success of that effort was gratifying in several respects. Pre and post-tests showed that the volunteer-taught students progressed as well as those in staff-taught classes. Thus it was clearly established that the use of trained volunteers is a viable means of extending the reach of an effective program.

Although the concept of volunteers was begun as a means of extending the program to reach greater numbers of refugees, many of whom were geographically isolated, it quickly developed into an exciting new dimension of the program. In providing information, encouragement and training in support of a community level solution to the problem, a real and vital partnership was formed between this adult education program and the community which supported it.

The following year, based on the success of this effort, a special program was designed and funded to use only volunteers to deliver instruction to adult refugees. A paid professional staff trained 147 volunteers and provided ongoing support. These 147 volunteers taught 350 adults as described above and in other innovative ways. For example, engineers from Salt River Project volunteered their time to teach an eight week course in electronic assembly. One of the engineers was bilingual. A paid staff member worked with the volunteer engineers and taught the English specific to this course. The class met four nights per week. Materials for the class were donated by two different electronics firms and the classroom, which required special equipment, was loaned, without cost, by another adult education program. This class was offered twice and 50 people benefited from it. Many found jobs as a direct result of these classes.

None of the V-FoRSS volunteers received any financial compensation, even for their often considerable gasoline expenses. Their reward for helping people become participating, contributing members of the community was the opportunity to know courageous people; to be reminded that seemingly very different people share the same familiar emotions and have similar hopes and concerns for the future. They had the satisfaction of knowing they had done something worthwhile, well. The community became stronger as the people in it learned of and responded to the needs of one another.

In 1982, the LINK/V-FoRSS Program was nominated and later certified as a State Validated Program by Arizona's Quality Programs and Practices System.

Another volunteer program of which we have first hand knowledge grew from a small program with a handful of volunteers to one with more than 120 committed community citizens volunteering on a regular basis. The adult learners in this program were from nineteen different countries. They ranged in educational background from completely illiterate to professionals with advanced degrees. Classes included literacy, ABE, GED, ESOL, and citizenship. Unlike the V-FoRSS Program, all classes were held at a community center. Volunteers and students came to learn from each other four mornings and four evenings each week. Like the V-FoRSS Program (and all other successful continuing volunteer programs of which we are aware) a capable paid staff trained and provided on-going encouragement and support to the volunteers.

It should be clear by now that we recommend the use of volunteers as an exciting and effective means of expanding a good and capably staffed program. We do not recommend, nor do we support, using volunteers in a worried attempt to salvage a poor or inadequately staffed one.

There is no magic behind the success of a volunteer program, only commitment, imagination and hard work. If your program has (a) definite need(s), if you are willing to believe that trained volunteers can help you meet those needs, if you give that belief substance by making the commitment to provide training and support to volunteers as they help meet your needs, you will find that a paid staff working with and through volunteers can accomplish much more than you had previously thought possible.

CHAPTER II

"But I don't know anything about running a volunteer program."

Establishing a Program That Works

O.K., you say. You'd like to institute a volunteer program to support and to extend the capabilities of your adult education staff. It sounds worth the time and energy it will take to get it started and keep it running smoothly and effectively. But where do you start?

Well you should ask. The answer is, you start with careful planning. It requires planning to create a climate supportive of your volunteer program, to determine specific needs for volunteers within the program, and to develop goals and objectives responsive to your own needs as well as to those of your community. You will also need to determine and secure the resources necessary for such a program and decide upon the policies and procedures you will use when your program is under way.

ADMINISTRATIVE SUPPORT

Securing administrative support is vital. A first step is to consult with the administrators and policy makers who will be ultimately responsible for your volunteer program. If you are not sure who that is, find out. Without the approval and support of the appropriate administrator(s), you will be fighting an uphill battle all the way.

Board approval of your proposed program may also be necessary. Legal considerations, such as insurance coverage for volunteers, review and approval of health standards which volunteers must meet (e.g., chest X-rays) and other matters of concern to your institution may require board action. Board approval will probably be required if you are seeking grant or foundation funding and will certainly be required if state or local education funds are allocated to the volunteer program. If your governing board will be making the final decisions regarding these and other important matters, we suggest that board support for a volunteer program be sought in the very early stages of program planning.

STAFF SUPPORT

Gaining the professional staff's support for a volunteer program is equally important. That support will be greater if you involve staff members throughout the planning process. Assure them through words and actions that the volunteer program will be responsive to their needs. Emphasize how volunteers can contribute to the quality of the total program. Involve paid personnel as much as possible in determining the roles and duties of volunteers. The prospect of the volunteer program could be threatening to some. There may be concern that volunteers will be used to replace paid staff, or that volunteers will be assigned to staff members who don't want them. Some may have had unsatisfactory experience with volunteers in the past and may be of the opinion that working with volunteers is more bother than help.* For smooth operation of your program these concerns need to be addressed early on, and the program design should reflect consideration of those concerns.

ADVISORY GROUP?

Once you have gained staff support and administrative approval, you may want to establish a planning task force or advisory group. Such groups are fairly common to volunteer programs, and are in many ways similar to other education advisory councils.

Whether or not you have an advisory group is strictly optional (unless dictated by your funding source.) Your decision should reflect your style and the way you perceive your purposes and needs. Some programs find advisory boards unnecessary. Others find them an outright pain in the neck to be avoided at all cost. (When this is the case, it is frequently due to a poorly chosen membership.) Still others find advisory boards a decided asset and rely heavily upon the skills, contacts and

*In some volunteer programs this opinion has been well-founded. Clearly stated program policies and procedures and adequate preparation of both paid staff and volunteers will assure that yours does not join the ranks of ineffective, trouble-ridden volunteer programs. (Specifics on how to avoid problems right from the start begin in Chapter III.)

individual and group opinions of its members. Of those who do, some establish advisory boards right in the beginning and others wait until later when specific needs arise; e.g., fund raising. Only you can decide if and how an advisory task force can be of help in successfully implementing your volunteer program. Your own judgment about your particular situation and needs should be your guide.

If you do decide to establish a task force it should be because you have a definite idea of what you want such a group to accomplish. Give thorough consideration to what kinds of persons will best fit your needs before inviting anyone to serve. You want this to be a useful, active task force. Ideally, one person (probably the person developing the working concept of the volunteer program) should have the responsibility for coordinating this effort. PLEASE NOTE: IF YOUR ADVISORY GROUP IS TO BE USED EFFECTIVELY, IT IS IMPORTANT THAT YOU GIVE IT A CLEAR STATEMENT OF ITS PURPOSE, THE WORK EXPECTED OF IT, AND AN UNDERSTANDING OF THE LIMITS OF ITS AUTHORITY.

PROGRAM COSTS

Organizing, training, supervising, and providing on-going support to volunteers is rewarding but demanding work. The position of coordinator or director of volunteers should be a paid position. A 1982 study of volunteer coordinators' salaries throughout the United States found that they ranged from $8,000 to $30,000 for a competent full-time person. Naturally, any salary is dependent on a number of variables; i.e., the scope of what you will be asking that person to do, his/her abilities and projected responsibilities, and the salary schedule within your educational structure.

Reading this, some of you will balk. It may not be an easy decision to commit dollars to a paid volunteer coordinator. But to do so is crucial to success. You will never know how much a volunteer program could enhance your instructional program(s) unless you are willing to invest a reasonable amount of time and money to find out. Hospitals, long among the leaders in organized volunteer programs, sometimes employ several

persons as "volunteer specialists." They realize the benefits of a well-run volunteer program far exceed its dollars and cents value. Frankly, we are not aware of many strong, good-quality volunteer programs in Adult Basic or Continuing Education (we'd love to hear from you if you are). This is not because adult education is somehow outside the realm of volunteer work. It is because adult education has not recognized the importance of the contribution that volunteers can make to the achievement and the extension of its goals, and to its public image. As a result, adult educators have been unwilling to invest the necessary time and money that other groups have to create an effective continuing volunteer force.

Many of you are probably acquainted with adult education programs that make limited, sporadic use of volunteers, but have no planned effort. They muddle along without a paid person at the helm. This guidebook is not intended to encourage anyone to muddle along. We are concerned here with sharing information that will help to create strong, dynamic volunteer programs that will increase and strengthen the reach and effectiveness of adult education programs. (See Chapter III for further discussion of reasons for having a paid volunteer coordinator.)

SPACE AND EQUIPMENT

The volunteer program will need office space and furnishings conducive to conducting interviews with potential volunteers in a private setting. Necessary office equipment includes filing cabinets, desks, chairs, typewriter, telephone, access to photo-copying equipment. Other possible costs include postage, mileage, office supplies, and secretarial or clerical assistance. (Later, clerical help might be provided by volunteers.)

Some programs opt to include insurance coverage for volunteers, travel reimbursement for volunteers, printing (promotional materials, etc.), special events (volunteer recognition programs, seminars and workshops), publications, and coffee, meals and child care expenses for volunteers. Many of these costs may be significantly reduced or avoided entirely through administrative decisions regarding the operation of the program. For example, you may decide that volunteers will not be provided child care services or travel reimbursement, that all printing will be done by your institution's

graphic arts or printing department, that existing office space, furniture and equipment will be made available for use by the volunteer program, etc. Thus, costs will vary widely from program to program, depending on decisions during the planning stages. The costs associated with five, 12-month volunteer programs ran between $2,000 and $9,000 each, exclusive of personnel costs.

FUNDING SOURCES

You will want to identify potential sources of funding for your volunteer program. Local education funds are, of course, one possibility, particularly during program development and initial implementation. In general, foundation support is for innovative educational activities on a short-term basis, so continued funding would have to come from other sources. Corporate support is more likely to be in release time for its employees to volunteer than it is to be a direct grant for program activities. Even where corporations sponsor employees on social service leave for an extended period of time, it is rarely for more than one year. Therefore, whether initial financial support is sought from public funds or private foundations or corporations, you should be prepared to assume financial responsibility for the volunteer program following a demonstration period.

EVALUATION

A tentative plan for evaluating the success of your program should be developed prior to preparing any formal request for funding the volunteer program. Such a plan would state the objectives of your volunteer program, the method of measuring objectives, and the anticipated time frame for measuring the outcomes.

"An objective should present a challenge, yet be attainable, measureable, and relevant.... Objectives should specify actions and results within a (certain) time and framework, but need not state why or how actions are to be taken, or results achieved." (Morrisey, Guidelines for Writing Objectives)

Objectives are nothing more than the results you hope and expect to achieve. They can be briefly stated, but if they are to measureable, should be expressed in quantitative, observable, concrete terms. Some examples of objectives are: "to raise X (number) students' reading level two grade levels over a six-month period," "to implement a volunteer program for X (name of institution) by January, 1985," and "to reduce the dropout rate among adult learners at the X (name) learning center by June, 1985."

COMMUNITY SUPPORT

Eventually, your volunteer program will be recruiting participants from within the community, and good school/community relations will contribute to the program's success. Local organizations, e.g., Chambers of Commerce, professional associations, labor organizations, urban coalitions, colleges and departments within colleges, community action groups, and other community groups and organizations can provide valuable support to a volunteer program. Involve them in whatever ways you can in the early planning stages, and these groups are more likely to be supportive of the program once it is in operation.

Your local Volunteer Bureau or Voluntary Action Center, if you have one, may be your best community ally. Involve them as fully as possible as soon as possible. When these organizations are convinced that you have a good program, one that offers adequate preparation for a meaningful volunteer experience, they will direct significant numbers of quality volunteers your way. They are also good resources when setting up your program. Because they work with so many different agencies that rely on volunteers, they have a great deal of information and insight about what things make the difference between a good, effective volunteer program and a poor, ineffective one. They can offer advice and assistance in developing job descriptions, provide suggestions helpful in thinking through and developing volunteer training, give you some good ideas for support activities for your volunteers, guide you in conducting effective volunteer recruitment, and put you in touch with successful volunteer programs with other helpful ideas and information.

Nearly every hospital of any size has a volunteer force in the hundreds. By all means contact the volunteer coordinator(s) in the hospital(s) in your community. They will have some very good advice to offer, and it is our experience that most are very willing to be helpful. They understand the importance of using only qualified and appropriately trained volunteers to perform services in support of their professional staff. They know the importance of staff and volunteer satisfaction with the volunteers' roles and responsibilities, and the effect this satisfaction has on hospital morale and good patient care.

Hospitals are aware that volunteer programs are also public relations programs. A hospital in Phoenix with 747 volunteers does no active recruitment whatever. One of the three staff persons whose job it is to work with these volunteers put it this way: "When word gets out that you're 'doing something', they'll come to you."

Volunteers come from all walks of life. Most volunteers, for good or ill, will talk about their volunteer experiences with friends, family and associates. It is important, therefore, that you select your volunteers carefully, and provide them with adequate orientation and training for a positive experience. What they have to say about you (your program) can dramatically influence the public's attitude and can create broadly based support for what you are doing. Whether people volunteer or not, they will be favorably impressed by reports from those who do, that, together, you and they are "doing something".

A PROFESSIONAL APPROACH

Besides hospitals, there are many other organizations and institutions which enjoy long records of success with volunteer programs. In Phoenix, many of the people affiliated with these professionally managed programs belong to the Arizona Association of Directors of Volunteers in Agencies (DOVIA). This Arizona Association is an affiliate of the national Association for Volunteer Administration (AVA).

"AVA is the professional organization for those working in the field of volunteer management who want to shape the future of volunteerism, develop their professional skills, and further their careers. AVA members include volunteer program administrators in a wide variety of settings, agency executives, association officers, educators, researchers, consultants, students--anyone who shares a commitment to the effective utilization of volunteers. It is open to both salaried and non-salaried professionals." (DOVIA DIALOGUE, November, 1983)

In November 1983, AVA began reviewing applications for AVA's certification. This is a performance-based certification for which all persons working in the field of volunteer administration may apply. This program is the only national certification program in this field.

If you live in Arizona, we urge you to become a member of DOVIA. You need not live in Phoenix to join. Membership is inexpensive ($5.00) and will put you in close touch with people who know what volunteers can do and how to help and encourage them to do it.

Although it is true that most members are from other than educational settings, they represent a wealth of expertise and a professional approach to the successful management of volunteer programs. Don't ignore this invaluable resource and support network. (DOVIA's mailing address, phone number and 1983/84 membership list can be found at the end of this chapter in Appendix II).

If you live outside Arizona, you may have a similar professional association in your state or community. If you do not, use the DOVIA membership list as a suggestion/guide to locating groups, organizations or agencies in your locale that might be using volunteers in a professional way. You can also join AVA directly (address at end of chapter in Appendix II) and, if you have no state or local affiliate, we urge that you do so. In one way or another, become acquainted with those who take a professional approach and thus get professional results in the field of volunteerism.

APPENDIX II

Volunteer Organizations'
Addresses and Membership Listings;
Volunteer Publications

The Arizona Association of Directors of Volunteers in Agencies (DOVIA)
c/o The Volunteer Bureau of Maricopa County
1515 East Osborn
Phoenix, Arizona 85014
Phone: (602) 263-9736

The Association for Volunteer Administration (AVA)
National Headquarters
P.O. Box 4584
Boulder, Colorado 80306
Phone: (303) 497-0238

For additional information on the administration of volunteer programs, we'd like to recommend the following publications:

- Volunteer Administration, published quarterly by the Association of Voluntary Action Scholars, The Pennsylvania State University, University Park, PA

- Voluntary Action Leadership, published quarterly by VOLUNTEER: The National Center for Citizen Involvement, Washington, D.C.

- The Effective Management of Volunteer Programs, by Marlene Wilson. Volunteer Management Associates. Boulder, CO 1979.

- Helping Hands: The Key to Success. Office of Training and Human Development, YMCA of Metropolitan Chicago, 1979.

MEMBERSHIP LISTING 1983-1984 ARIZONA ASSOCIATION OF DOVIA

Allen, Marie	Tri-City RSVP
Anderson, Henry	Maricopa County Superior Court
Ashcraft, Robert	American Red Cross
Bembry, Glen	Valley Christian Centers
Boess, Marilyn	City of Phoenix Police Department
Borden, Jill	Phoenix Union High School District, Adult Education Division
Bradford, Mary	Phoenix South Mental Health Center
Carr, Sally	Maricopa County Medical Center
Cartier, Jean	St. Lukes Medical Center
Causey, Lucia	Volunteer Bureau of Maricopa County
Clancy, Margaret	Arizona State Hospital
Conner, Lucy	Department of Economic Security
Crail, Ethel	AZ Division of Emergency Services
Delong, Leslie	Mesa Senior Center
Derke, Rita	American Cancer Society
Dorr, Libby	Scottsdale House
Dorsey, Barbara	AZ Training and Evaluation Center
Drake, Pat	Phoenix Memorial Hospital
Dunkelbarger, Shirley	Tri-City Mental Health Center
Epperson, Joann	Mealtime Assistance & Visitor Program
Fitzgerald, M. Noel	Maricopa Camp Fire Council
Harelson, Jan	Rainbow Retreat
Holliday, Anne	Mesa General Hospital
Hungerford, Theresa	Bells Lodge Nursing Home
Hurn, Paula	Friends of the Family
Huston, Kathy	Friendly House
James, Mary	John C. Lincoln Hospital
Jury, Virginia	Good Shepherd Retirement Center
Kaplan, Bess	Foundation for Blind Children
Kaplan, Mimi	Phoenix South Community Mental Health Center
Kinney, Daryl	Tolstoy Foundation
Lerma, Linda Marie	Catholic Community Service/DES Yuma
Lopez, Molly	Mesa Public Library
Martin, Steve	ASU Disabled Student Volunteer Program
Martinex, Nydia	ACTION
McDanial, Dorothy	Luke AFB
McLaughlin, Sandy	AZ State Hospital
Meyer, Fran	Arizona Blood Services
Mitchell, Beverly	Scottsdale Memorial Hospital
Moroney, Peggy	Maricopa County Human Resources Department
O'Hara, Geri	Camelback Hospitals
Olson, Ruth	American Diabetes Association
Parrish, Carolyn	Heritage Square
Pelusio, Teresa	Health Fair
Power, Herb	Catholic Social Service
Rassmusen, Irene	Community Council (Phoenix)
Rees, Marriam	Community Hospital Medical Center
Ridge, Joyce	Bethany Ranch Home

MEMBERSHIP LISTING CONTINUED

Roepke, Dorie	Scottsdale Memorial Health Systems
Rogers, Phyllis	Crisis Nursery
Rothacker, Rosetta	CBS
Sadler, Brenda	AZ Special Olympics
Setzler, Lesley	Beatitudes Campus of Care
Shepard, Karen	Desert Terrace
Sites, Nancy	Humana Hospital
Stewart, Judy	American Red Cross
Smith, Judy	Multiple Sclerosis Society
Smith, Patti	Mental Health Association
Stamadianos, Kathryn	Scottsdale Foundation for the Handicapped
Tinker, Isabelle	Volunteer Bureau of Maricopa County
Todd, Beth	Phoenix Parks, Recreation, and Phoenix Library
Vance, Lorraine	Beatitudes Campus of Care
Waters, Betty	Tempe St. Luke's Hospital
Werneken, Jane	Glendale Community College
Wilkinson, Margaret	Library for the Blind and Physically Handicapped
Wright, Peggy	Good Samaritan Hospital
Zukoski, Betsy	Voluntary Action Center, Tucson

CHAPTER III

Doing Your Homework

Now that you're convinced that you can have a successful volunteer program, it's time to do your homework. Ask yourselves: What are our program's needs and how (specifically) can volunteers help meet those needs. While the initial planning of the program might be performed by existing members of the adult education staff, the subsequent administration, operation and further development of the program can be expected to require a program coordinator or director of volunteers who can devote AT LEAST 20 hours per week to the operation of the volunteer program. It would be best if that person also takes part in the planning. In most volunteer programs, certainly in the best run ones, the coordinator of volunteers is a salaried position, usually full-time. By making this a paid position within your organization you demonstrate more support and respect for a professional approach to volunteerism, the responsibility for the administration is centralized, continuity is assured, more effective use of resources is possible, and consistent management of the program is available to ensure its smooth operation. Whether the position is full-time or less than full-time will depend upon your budget and the scope of your program. If the position is less than full-time, try to provide at least half-time secretarial help. Especially in the beginning, clerical tasks are many. It is not the wisest use of either the coordinator's time or the program funds to pay him/her to type, file, make copies, etc.

As the planning activities progress, we recommend you put the specifics of the intended program operations into written form. This written plan is a description of the proposed program, and can be offered for review to the various factions whose support you will need for the success of your program. Further, as the plan begins to take shape, you will be able to more accurately estimate costs in light of the perceived scope of the program, its staffing, and other resource requirements.

In this planning stage, be careful not to allow preconceived ideas or stereotypes of what volunteers can or cannot do to restrict your thinking. The possibilities for volunteers to enhance an adult education program are numerous. You want to explore any and every possibility so that you don't overlook some excellent opportunities to use volunteer services. Try to get input from many different sources, and especially from your own staff. Involving your staff at an early stage will also assure wider acceptance of the positive potential of a volunteer program.

Some of the many possibilities for volunteer involvement are presented here:

GENERAL

- Office (filing, typing, telephoning, record keeping)
- Activities (honoring volunteer service, recognition events for students, teachers, and volunteers, etc.
- Training (e.g., assist with in-service)
- Public relations (developing material for distribution, speaking to groups about the program, doing art work, etc.)
- Fund raising (speaking, working on special events, etc.)
- Newsletter (gathering information, writing, editing, doing layout, etc.)

INSTRUCTIONAL SUPPORT

- Serve as individual tutor (GED, ABE, ESL, Literacy, etc.)
- Serve as independent teacher (Same or different areas as above)
- Provide class instruction under supervision of a certified teacher
- Provide specialized instructional support services to disadvantaged, handicapped or limited-English-speaking students
- Assist in teaching employability and job search skills
- Help evaluate student work
- Develop instructional materials
- Provide tutorial assistance in various subject matter areas
- Assist in monitoring student progress
- Serve as a resource person in career education
- Establish job development contacts with employers

Help in job placement for program graduates
Help locate part-time work for students
Assist in curriculum development
Help assess the adequacy of instructional materials for application to special populations
Perform outreach and student recruitment functions
Locate and follow-up on dropouts
Help find ways to involve business and industrial personnel in adult education

ADMINISTRATIVE SUPPORT

Help determine the nature and extent of special population needs for education and support services
Participate in the development of local adult education plans
Take an inventory of community resources for serving identified special population needs
Help promote coordination between community agencies serving the same population
Assess the extent of community support for adult education
Evalute the impact of adult education programs in the community
Help develop community support for adult education, especially among special population groups
Serve as citizen advisors to adult education administrators
Help train new volunteers

An easy way to assess your programs' needs and determine where and how you can best use volunteers is by means of a simple staff questionnaire. This questionnaire should be designed to gather ideas and information in a straight-forward manner, with minimal inconvenience to the respondent. (Your return rate will be much higher if you strictly adhere to this policy.) However, do allow space for respondents to offer additional remarks if they wish, and to identify areas you may have overlooked where they feel improvement or assistance is needed, and where volunteers could be of help.

If your timeline is tight and you would like to use the survey information later in the recruitment and placement of volunteers, you could include a space for respondents to identify themselves. There are, however, obvious advantages if you allow anonymity--e.g., more candid responses and more outrageous, creative ideas (that may not be so outrageous after all). The information needed for recruitment and placement may be better obtained later for other reasons, too. It is our experience that needs in adult education classes and programs regularly and frequently change. The initial process of getting your volunteer program off the ground can take some time, and immediate needs for assistance may have changed by the time you are actually ready to recruit and place. For example, a teacher with nine students indicating a need for a volunteer aide two nights a week, might, six weeks later, have 15 students and need an aide four nights a week. Right now, your emphasis should be on developing general areas of potential volunteer involvement and specific job descriptions within these areas. Information gathering useful to the successful recruitment, training and placement of volunteers is dealt with in later chapters. (Chapters V, VI, and VII)

If you are successful in avoiding volunteer stereotyping, your needs assessment will give you valid and useful information. Two questionnaires are presented here. Each did an effective job of gathering the information sought by the programs that used them. We offer them here as samples to assist you in formulating your own instrument that will gather the information that <u>you</u> need for <u>your</u> program.

SAMPLE MATERIALS

Memorandum

PHOENIX UNION HIGH SCHOOL DISTRICT, NO. 210
2526 WEST OSBORN ROAD
PHOENIX, ARIZONA 85017
ADULT BASIC EDUCATION

DATE: 12/9/82

TO: All ABE/GED/ESL Learning Center and Field Site Staff

FROM: ABE Director

SUBJECT: Volunteer Coordinator for Adult Education and attached Questionnaire

As you know, Jane Smith was recently hired as Coordinator of Volunteers in Adult Education. She will recruit, train and provide ongoing support to persons interested in being of help to both students and instructors in all areas of adult basic education, i.e. ABE, GED, ESL.

Jane's major objective is to design a volunteer program that will be responsive to your needs as you see them. To that end, we are asking that you please take the time to respond as completely as possible to the attached questionnaire. The perceptions and information you share will be invaluable to Jane in her efforts to coordinate a volunteer program that will be of real use to you.

ABE STAFF QUESTIONNAIRE

Volunteers in Adult Education

I am a(n)

___ GED instructor
___ GED aide
___ ABE instructor
___ ABE aide
___ ESL instructor
___ ESL aide
___ other _____
please specify

Have you worked with volunteers before? _____

If "yes", what duties did they have; what tasks did they perform? (Please be as specific as possible; e.g., intake paperwork, testing, one-to-one tutoring, etc.) _____

_____

_____

Was your experience with your volunteer(s) a good one? _____
Why or why not? _____

_____

_____

Did you have a clear sense of what you wanted the volunteer's role and duties to be? _____

Did the volunteer come to you with some understanding and knowledge of what was expected of him/her? _____

ABE STAFF QUESTIONNAIRE (cont'd)

Would you like to have volunteer help in the future? _____

In what capacity? _____

Would you like volunteers to have some orientation/training before they come to you? _____

Please list some specific things you would like volunteers to know prior to being assigned to you. _____

_____

_____

_____

What follow-up support would you like from the volunteer coordinator once a volunteer is placed with you? _____

_____

_____

What suggestions do you have for the volunteer coordinator that will help make Volunteers in Adult Education a group of properly trained people helping to fill real needs? _____

_____

_____

_____

Please check the boxes which most closely state your feelings and concerns about working with volunteers. I'm:

- ☐ pleased
- ☐ eager
- ☐ apprehensive
- ☐ doubtful
- ☐ inexperienced
- ☐ other _____ (please specify)

ABE STAFF QUESTIONNAIRE (cont'd)

Would you like to receive some staff orientation/training in using volunteers effectively? _____

If "yes", what day(s) and time(s) of day would be best for you to participate in such training? _____

_____

_____

What questions do you have about the new volunteer component of ABE? (You need not sign this questionnaire to receive a response to your questions. A question and answer sheet responding to questions received will be circulated to all ABE staff after the first of the year.)

_____

_____

_____

_____

_____

_____

_____

Any final comments? _____

_____

_____

SAMPLE NEEDS ASSESSMENT QUESTIONNAIRE #2

The Adult Education Department is currently considering establishing a program to utilize volunteers in various capacities to enhance and further improve education. Volunteers would not replace any functions performed by paid personnel but would provide assistance in performing those functions. As part of the planning of such a volunteer program, we are trying to identify the areas which could benefit the most from the assistance of volunteers.

The questionnaire below has been prepared to give you an opportunity to express your views concerning various aspects of the education program. Please take a few minutes to let us know what your views are regarding the needs of the program.

In responding to the items below, don't underestimate the potential contributions which volunteers from business, industry and the community in general could provide to adult education.

1. Please place a check by each of the following areas pertaining to adult basic education which you feel are in need of considerable improvement.

____ a. counseling
____ b. planning new curricula
____ c. keeping curricula up to date
____ d. student placement in jobs
____ e. community/employer support of education
____ f. recruitment of new students
____ g. program evaluation
____ h. remedial instruction
____ i. students' job search skills
____ j. evaluation of students' competencies
____ k. curriculum completion rates
____ l. selection of new instructors
____ m. inservice instructional opportunities
____ n. student access to appropriate equipment

____ o. curriculum advisory committee
____ p. following up on program completers
____ q. program completion requirements
____ r. conducting occupational analyses
____ s. field trip opportunities
____ t. screening and placement of new students
____ u. other: _____
____ v. other: _____
____ w. other: _____

2. Which three of the items you have checked or added do you believe to be in greatest need of improvement? (Use the letters from the list corresponding to the three items.)

____ most in need of improvement
____ second most in need of improvement
____ third most in need of improvement

3. School Personnel Only:

Please indicate up to five of the areas listed where you would be interested in having a volunteer(s) provide you with assistance. (Use the letters from the list to indicate which areas.)

_____ _____ _____ _____ _____

4. Which of the following categories best describes your current status?

____ instructor
____ administrator
____ other school staff _____
please specify
____ student
____ employer
____ employed worker
____ other _____

5. Optional: If you are interested in becoming further involved in this effort, please provide your name, mailing address and telephone number below so that we can contact you in the future.

_____

_____

_____

_____

_____

This questionnaire must be returned by _____ in order to be used for planning purposes. Fold on dotted lines shown on opposite side, staple and mail.

SETTING PROGRAM GOALS AND OBJECTIVES

When the responses to your needs assessment are in, you can establish specific goals and objectives based on this information. You will already have some broad, overall goals and objectives for your volunteer program. Now your concern is setting more specific goals which are appropriate and realistic in light of the identified needs as well as anticipated resources. Remember, your goals will provide the direction for your volunteer program; the objectives will support each goal. Objectives should be stated in measurable terms because after volunteer activities are underway, they serve as the benchmarks against which to judge the progress and effectiveness of the program.

Don't be intimidated by the prospect of putting your goals and objectives in writing. It is not as formidable a task as at first it may seem, and it is particularly important that you do so, especially in the first year of your program. No doubt someone, somewhere among the powers that be in your organization, will want an accounting of the program's effectiveness in order to justify the money spent on it. If you have clearly stated goals and objectives you will be better able to continuously monitor your progress and make adjustments along the way. This in turn will assure that any interim and final reporting will reveal a successful program that is progressing as planned.

In writing your goals and objectives, you can word them as simply or as formally as you like, but within that range of flexibility, the following guidelines may be helpful:

- Goals and objectives for your volunteer program should be compatible with each other and with the philosophy of adult education within your educational structure.
- Goals and objectives should be appropriate and realistic, reflecting the information gathered during your needs assessment.

- Goal statements should state what you want to accomplish and the general purpose or intent of the goal.
- Objective statements should support goal statements. They should be more specific, including time frames and anticipated results that will later allow you to determine the extent to which they were achieved.

Here are some examples of what we mean:

Example #1

If your needs assessment indicates that X number of volunteers are needed in the areas of A, B, and C, then you might state your goal as follows:

GOAL I: From _____ (starting date) to _____ (ending date), recruit, train and assign _____ (number) volunteers in the areas of _____ (area A), _____ (area B), and _____ (area C).

Objective 1: Recruit _____ (number) volunteers (the number arrived at through your needs assessment) from the community by means of a public awareness campaign, media advertising, word of mouth, flyers, inter-agency information exchange, etc.

Objective 2: Provide a minimum of _____ (number) hours of orientation and training (however many hours you have determined are necessary) to all volunteers prior to participation in the program. Training will include general information about the overall program; volunteers' responsibilities to the institution, the program, and the staff;

information necessary to the specific area of assignment. (More detailed training specifics will evolve from job descriptions developed for each area of need. Job descriptions are discussed later in this chapter and training content is discussed in Chapter VI.)

Objective 3: Provide training at times convenient to the largest number of volunteers, including evenings and/or weekends if appropriate.

Example #2

If your needs assessment indicates an interest in and need for paid staff training to work with volunteers, another goal might be stated this way:

GOAL II: Provide those existing paid staff requesting volunteer assistance with orientation and training in making effective use of volunteers assigned to their supervision.

Some objectives in support of this goal might be:

Objective 1: _____ hours of training will be provided at
(number)
times convenient for interested staff to attend, including evenings and/or weekends if appropriate.

Objective 2: Training will include: the responsibilities of paid staff to the volunteers assigned to them; responsibilities of the volunteer to the institution, the program and the paid staff; suggestions for getting off on the right foot, and for helping the volunteer grow on the job; recourse in the event of dissatisfaction with the placement; necessary recordkeeping procedures.

VOLUNTEER ROLES, DUTIES AND RESPONSIBILITIES

Besides providing the basis for your goals and objectives, the results of the needs assessment will also provide a basis for clarifying the roles, duties and responsibilities of volunteers. Preliminary descriptions of volunteers' roles will have been developed during the earlier stages of planning. However, after the needs assessment, you will have more specific information about how volunteers can be involved in your educational program. You will also have a better sense of what preparation both they and your paid staff will need if this is to be a successful involvement. You may now want to modify some of your previous assumptions concerning the roles and duties of volunteers; you will almost certainly need to make modifications in the final descriptions of duties and responsibilities.

We cannot stress enough the need for clearly-thought-out job descriptions for the different volunteer positions. Job descriptions make it immediately clear to a potential volunteer that your program has real and specific needs, that you take those needs seriously, and that you need and expect volunteers in your program to do the same. They say you respect the volunteer's right to know what is expected of him/her in terms of time commitment, job responsibilities, special qualifications or training, and educational background. If, from the beginning, you take a professional approach, you are much more likely to attract and retain serious, good-quality, dedicated volunteers. Many times we have heard weak and ineffectual volunteer programs offer this defense: "What can you expect; they're only volunteers." The answer is, you can and should expect high- quality volunteer service if that's what you ask for. If you want "just volunteers," you can have that too.

If a potential volunteer can't give your program the time and assistance needed for the job, then s/he is the wrong volunteer for your program. That's why it's so important to be candid about what the needs and requirements are. You wouldn't hire an unqualified person or one who could not work the necessary hours for a paid position, nor should you

for a volunteer position. If we seem to belabor the point, it is because we feel accurate job descriptions are one of the most important basic ingredients of a successful volunteer program, and one that is frequently omitted by programs afraid of "asking too much." You will be seriously weakening your program's effectiveness if you neglect this area. Volunteers appreciate knowing what's expected of them before they make a commitment. Any commitment is more likely to be honored when it is made in the full knowledge of what's involved. We have provided several examples of job descriptions in Appendix III-A at the end of this chapter. These job descriptions work well for the programs that use them. You will want to create your own to reflect your program's needs. Following the examples of actual job descriptions from other programs you will find an outline/guide for writing your own which you may find useful. The order of the information on the form is not of great importance; what is important is that all the areas of information be addressed in some way. We recommend that you keep the job description to one page.

A job description not only establishes a clean, business-like image for your program; it also becomes an effective screening tool. Those volunteers who do not have the necessary time or background to serve your program's needs will say so. Others who may volunteer with the idea that volunteering means coming and helping out if and when it's convenient on a day to day basis, will realize that, at least where your program is concerned, they are mistaken. They can make the choice at this point either to back out or to go ahead on different terms.

Part of creating a written job description, as you have just discovered, is determining what training your volunteers will need. Chapter VI is devoted entirely to training and content format. At this stage, however, you will need to have a rough idea of how much time it will take to prepare volunteers to do the job(s) you need done. We firmly believe that all volunteers should get a basic orientation to the program. Beyond that, there may be quite a bit of variance in the training time required for different positions. For example, persons volunteering as office assistant may need only a couple of hours of orientation to the program before s/he can begin. On-the-job training will probably be the most

useful method of continued training. However, persons volunteering to work in a classroom helping to teach English to speakers of other languages will need different background skills, and will need more hours of training to become acquainted with ESL teaching materials and methods. It would also be helpful if they learned something of the students' cultural backgrounds. When volunteers are taken into a program without adequate preparation, the paid staff to whom they are assigned may find them more nuisance than help. You may also experience some student drop-out. You must have volunteers who will strengthen your educational program, not weaken it.

Different adult education programs provide differing amounts of pre-service training. Most offer varying amounts of training for the different areas of service. Some offer as little as four hours, some as much as twenty hours. The important thing is to be realistic. Don't short-change your volunteers and ultimately your program. But don't unnecessarily prolong the training either. Decide what they will need to know and how long it will take to learn, and present that as the training requirements of the position.

Don't worry about scaring off volunteers because you set professional standards. You will only lose those that you'll grow to wish you had scared away if you don't. The others will accept and respect your requirements, will do a better job, and will have greater personal satisfaction as a result. Few people want to take on a job for which they have had no preparation. The author has trained over 250 volunteers for a program which required fourteen hours of pre-service training and participation in monthly in-service trainings of three and a half hours each. These continued trainings were always held on a Saturday morning. There were often waiting lists for the pre-service trainings and attendance at the monthly Saturday morning in-service trainings was consistently good. The key to willing participation is to keep the training interesting, fun and pertinent to the job at hand. And don't let the training requirements come as a surprise. Be sure they are clearly stated from the very beginning.

You may lose one or two volunteers during the training as an occassional person decides there is more involved than s/he had bargained for. If your training is pertinent and presented in an interesting manner (as discussed in detail in Chapter VI) don't fret. Instead, count your blessings. It's much better to lose a prospective volunteer at this stage than to deal with an unhappy or uncommitted volunteer later on. And it's certainly preferable to having students drop out as a result of their contact with that volunteer.

Responsibilities of the Sponsoring Institution to the Volunteers

In conjunction with planning the roles and duties of volunteers in your education program, you will also need to consider your institution's responsibilities to your volunteers. For example, one of the initial responsibilities might be to extend your institution's accident and liability coverage to include volunteers. If volunteers will be transporting students, staff or other volunteers, it would be prudent to consider providing secondary automobile insurance coverage.

These are some of the other responsibilities you should be prepared to assume:

PROVIDE THE VOLUNTEER WITH A REALISTIC JOB DESCRIPTION WHICH OUTLINES THE TIME, SKILLS AND SPECIAL REQUIREMENTS FOR CARRYING OUT THE PROPOSED JOB, AND THE TRAINING THAT WILL BE REQUIRED AND PROVIDED.

Prepare staff members to accept and respect the volunteer as a co-worker.

Provide adequate orientation and training to the volunteer.

Be alert for volunteers with special talents or training.

Provide jobs that are meaningful to the volunteer.

Give the prospective volunteer the same attention in regard to placement as you would a paid employee.

Consider making it possible for a volunteer to serve on a trial or probationary basis.

Provide an adequate work space and clear instructions.

Accept the volunteer as part of the team, and include the volunteer in relevant staff trainings and meetings.

Other questions to be thinking about now are: How much guidance and support are you going to give your volunteers? Who is going to give it? How will you give it, i.e., what form will it take, where will it take place? The answers to these questions should be well-thought-out before the first volunteer is placed in your program. (See Start-up and Management Plan Chart which follows.

Period of intense activity

Light preliminary activity

Continued light or occasional activity

FIRST YEAR START-UP AND MANAGEMENT PLAN

Tasks	(6 weeks - 3 months) Start-up States			Ongoing Activities
	Stage 1	Stage 2	Stage 3	Stage 4
Develop general program plan (Chapter II)				
Make community contacts (Chapter II)				
Conduct Needs Assessment (Chapter III)				→
Develop specific goals & objectives (Chapter III)				
Develop Volunteer Job Descriptions (Chapter III)				→
Solicit staff requests for volunteer assistance (Chapter V)				→
Develop volunteer application form (Chapter V)				
Develop volunteer application & screening procedure (Chapter V)				
Develop other forms to be used during program operation (Chapter V)				
Set training dates & develop volunteer training support plan (Chapter V)				
Develop written & other recruitment materials & ideas (Chapter V)				→
Prepare training outlines (Chapter VI)				
Recruit (Chapter V)				→
Review volunteer applications (Chapter V)				→
Interview & schedule volunteers for training (Chapter VI)				→
Prepare training materials (Chapter VI)				→
Conduct trainings (Chapter VI)				As scheduled in Volunteer Training & Ongoing Support Plan. See Chapter V →
Volunteer contracts business cards, etc. (Chapter VI)				→
Conduct training evaluation (Chapter VI)				→
Make training revisions (Chapter VI)				→
Place volunteers (Chapter VII)				→
Provide volunteer support (Chapter VII)				As scheduled in Volunteer Training & Ongoing Support Plan. See Chapter V →

BEST COPY AVAILABLE

APPENDIX III

Sample Job Descriptions

POSITION DESCRIPTION OF VOLUNTEER RESPONSIBILITIES

POSITION TITLE: English for Speakers of Other Languages (ESOL) Instructional Aide.

PLACEMENT: Adult Education, ESOL Program

PROGRAM OBJECTIVE: To assist persons for whom English is a second language in learning or improving their English language skills -- listening, speaking, reading, writing, (in that order) -- so that they can function more fully in the community.

TIME COMMITMENT: 3 hours weekly teaching time for a minimum period of 3 months.

RESPONSIBLE TO: Site Teacher and/or Coordinator of Volunteers.

POSITION RESPONSIBILITIES:

Become familiar with and learn to correctly use basic techniques, texts and materials by participating in 10 hours of initial orientation and by reading materials given out at training sessions.

Learn intake procedures and how to fill out forms correctly.

Learn how to correctly administer reading placement tests.

Tutor adults in English-as-a-Second-Language.

Be reliable and on time on regularly scheduled days. Give as much notice as possible if unable to meet with students and arrange a make-up session.

Carry out a lesson plan prepared by you or the Site Manager; consult Site Manager or VAE Coordintor if there are any questions about the plan or materials.

Record your attendance each session. Also record any field trips or student events. Turn in weekly attendance card to the Volunteer Coordinator.

Inform Site Manager and/or VAE Coordinator immediately of any developments which call for assistance beyond the duties to which you have agreed.

Attend training and problem solving sessions offered bi-monthly.

I have read and understand the above and agree to conscientiously carry out the responsibilities as described. I agree to commit myself to this assignment from _____ (date) until _____ (date) to provide _____ hours of service per week at the following times _____.

I will give advance notice if any changes are necessary.

Signature X _____

POSITION DESCRIPTION AND VOLUNTEER RESPONSIBILITIES

POSITION TITLE: Adult Education Office Assistant

PLACEMENT: Adult Education: Main Office or VAE Office

PROGRAM OBJECTIVE: To be available to answer questions for persons interested in enrolling in any area of adult education; to conduct the routine business of adult education.

TIME COMMITMENT: 2 hours or more weekly for a minimum of 3 months.

RESPONSIBLE TO: Director of Adult Education and/or Adult Education Secretary, or the Coordinator of Volunteers.

POSITION RESPONSIBILITIES:

Become familiar with Adult Education class scheduling.

Become familiar with GED testing procedures.

Answer phones and . . .

Answer questions about class scheduling or the GED.

Take careful messages for ABE personnel unable to receive calls at that time.

Do typing, filing, colating, and stapling, proof reading, and other tasks as requested

Be reliable and on time on regularly scheduled days. Give as much notice as possible if you are unable to come in to the office. Remember, people are counting on your help. Arrange a make-up time if you must miss.

I have read and understand the above and agree to conscientiously carry out the responsibilities as described. I agree to commit myself to this assignment from _____ (date) until _____ (date) to provide _____ hours of service per week at the following times _____

I will give advance notice if any changes are necessary.

Signature X _____

POSITION DESCRIPTION OF VOLUNTEER RESPONSIBILITIES

POSITION TITLE: Adult Reading Program Instructor/Aide

PLACEMENT: Adult Education, Reading Program

PROGRAM OBJECTIVE: To assist persons with limited educational backgrounds in learning how to read in order that they may function more fully in the community. Volunteers provide help, one-to-one, in an individualized reading program.

TIME COMMITMENT: A minimum of 2 hours teaching time for a period of 3 months.

RESPONSIBLE TO: Site Manager and/or Coordinator of Volunteers.

POSITION RESPONSIBILITIES:

Become familiar with and learn to correctly guide students in the use of basic reading materials by participating in 7 hours of initial orientation and by reading materials given out at training sessions.

Learn intake procedures and how to fill out forms correctly.

Learn how to correctly administer reading placement tests.

Be reliable and on time on regularly scheduled days. Give as much notice as possible if unable to meet with students and arrange a make-up session.

Help the student carry out his/her individualized lesson plan as outlined by you or the Site Manager; consult Site Manager or VAE Coordintor if there are any questions about the plan or materials.

Record your attendance each session. Also record any field trips or student events. Turn in weekly attendance card to the Volunteer Coordinator.

Inform Site Manager and/or VAE Coordinator immediately of any developments which call for assistance beyond the duties to which you have agreed.

Attend volunteer training and problems-solving sessions offered bi-monthly.

I have read and understand the above and agree to conscientiously carry out the responsibilities as described. I agree to commit myself to this assignment from _____ (date) until _____ (date) to provide _____ hours of service per week at the following times _____.

I will give advance notice if any changes are necessary.

Signature X _____

VOLUNTEER JOB DESCRIPTION

- Job Title: Volunteer
- School/Department: All District Schools
- Time Requirements (Length/Schedule: One semester/minimum of 1 hour per week during school hours
- Objective of Position: To assist the instructor in preparatory and instructional duties
- Responsibilities and Tasks:
  1. Assist in providing individual or small group instruction to students.
  2. Assist students with special projects.
  3. Provide assistance to the instructor in preparing instructional materials and evaluating student performances.
- Qualifications:

Education: Minimum of high school diploma or appropriate on-the-job training

Experience: Work experience related to instructional area

Personal Characteristics: Ability to relate well with others, to communicate effectively on a student level and to demonstrate good work habits. Positive attitude toward teaching and learning.

Other desirable skills/interests: Some knowledge of teaching/learning principles.

- Training to be Provided: Volunteer pre-service training to familiarize volunteer with school equipment/machinery and course objectives. 5 hours.
- Miscellaneous Requirements/Comments: Afternoon and evening classes are being offered.

COMMUNITY RESOURCE VOLUNTEER

Topic or Program Employment Guidance Grade Level 9-12

Firm or Organization Tennessee Department of Employment Security

Contact Person Mr. Andrews Phone: 555-4327

Address 1020 Main Street, Nashville, TN 34567

Times Available Daily (Monday-Friday) 8:00 am - 4:30 pm

Field Trip _____ In School X Duration Flexible

Description of Program: Labor market information is provided on jobs requiring vocational education preparation within the Nashville area. Apprenticeship opportunities available in the area can also be described, along with information on the vocational courses which will prepare them to become apprentices.

The program is an oral presentation. Films can be provided on "How to apply for a job," "How to fill out an employment application," etc.

Special Requirements: One week advance notice is requested. 16mm projection equipment should be arranged for by the instructor.

(Derived from Good Friends Volunteer Services Handbook of Community Resource Volunteers, Nashville Metropolitan Public Schools.)

JOB DESCRIPTION OUTLINE/GUIDE:

NAME OF YOUR PROGRAM

VOLUNTEER POSITION DESCRIPTION

Position Title:

Placement: (Where and in what situations will the volunteer be expected to work.

Experience Necessary: (Include any special educational or training background requirements.)

Program Objective: IMPORTANT!

Time Commitment: Select the minimum requirements; be as specific as possible about the number of hours per day/night; which and how many days/nights per week; total weekly hours; specify duration of commitment.

Responsibilities: Outline the responsibilities of the position; be sure to list all the minimum expectations, including participation in mandatory training.

Training Required: Specify required training either to be provided by you or arranged by you. Some orientation and training should be provided by every volunteer program to every volunteer.

Responsible to: State to whom the volunteers are directly responsible.

CHAPTER IV

Volunteers Don't Work For Nothing; You Get What You "Pay" For

O.K. Now your goals and objectives are clear. Job descriptions are written. You've an approximate idea of the amount and type of training you'll need to provide for each volunteer position. You're ready to GO! Well, almost....

Before you start recruiting, it will be useful to give some thought to what motivates people to take on volunteer responsibilities, and what sort of "pay" you're prepared to offer. Pay? Maybe you thought your volunteers would work for nothing? Well, they won't. Not for long, anyway.

The initial motivation to volunteer usually arises from each individual's own needs. If you are going to attract and keep volunteers for your program, it's important that you recognize and respond to those desires and needs prior to, during, and after recruitment. Here is a summary of the most frequently stated reasons for volunteering:

- The need for a sense of participation and belonging that comes from feeling one's life has purpose, meaning, and significance.
- A desire to help others.
- The need to feel useful and needed.
- A desire to be a part of activities that have neighborhood, community, regional or national importance; to express feelings of social responsibility.
- The need to achieve.
- The desire to gain visibility and new skills that will help advancement in employment and social areas.
- A desire to use leisure time constructively.

- The need for social approval.
- A desire to reduce feelings of loneliness and isolation.
- The desire for assurance for future rewards (the feeling that "someday I may need help too" and the belief that our behavior returns to us.)

Most of these feelings were expressed in one way or another by the 99 volunteers in a Phoenix adult education ESL program, who responded to the question, "Why did you volunteer?" Their responses can be found at the end of this chapter in Appendix IV under "Reasons Why We Volunteer." (There were many variations on the same theme. Duplications were omitted from this list).

In a 1982 comparison study of paid employment and volunteer work, it was discovered that, for both, growth and esteem needs were highest in importance. However, among volunteers (but not among paid workers) social needs were also very important. In fact, social aspects of the work were listed as the source of greatest satisfaction. Many times (consciously or unconsciously) volunteers are looking for a way to satisfy one or more needs not currently being met by their paid work or by their home situation.

Realize that once you institute a volunteer program, you have two clients. Your clients are the adult learners your program serves, and the volunteers. The volunteers enable you to better serve the needs of your primary clients. But it is up to the volunteer coordinator and the program staff to do everything possible to address the needs of the volunteers. If you prepare your volunteers with the knowledge and skills to do a good job, if you regularly let them know they're doing a good job--and a worthwhile one, that they are needed, accepted and appreciated by you and your staff, then your program should have little difficulty in building a strong and loyal volunteer force.

In reference to the mostly intrinsic rewards that are the volunteers' only pay, one writer speaks of "motivational paychecks." If the

"motivational paycheck" is sufficient, you can expect to retain good, dedicated, long-term volunteers. But if it does not satisfy their motivating needs or desires, your volunteers will not stay.

You can use the information about the known motivational needs and desires of volunteers to plan your recruitment campaign and materials to appeal to those needs. Later this information can enable you to offer the rewards and support that will induce those you recruit, to stay. In Appendix IV at the end of this Chapter are two examples of flyers used by the Phoenix LINK/V-FoRSS Program. Both were distributed among area churches and public agencies and institutions. At the time, refugees were much in the news. People in Phoenix were, on the whole, sympathetic to their plight. Only a small percentage of the people, however, felt they had the material, mental and emotional resources to sponsor a refugee family, and most were unaware there were other ways to be of assistance. The recruitment flyer, therefore, was aimed at creating awareness of another option for concerned people to demonstrate their sympathy and support and to "do something."

The flyers were successful in attracting large numbers of volunteers. They appeal to the potential volunteers' needs to express their feelings of social responsibility, to "make a difference." They speak to the desire for social contact with people of similar conscience who could be expected to provide social approval for their position. They offer the opportunity to feel useful and needed, to acquire new skills and experience, to use leisure time constructively, and to "bank" kindness and caring against some future time when "I, too, may need help."

With a little thought, you will also be able to come up with recruitment materials that will describe your program's needs, and in so doing will appeal to the motivational needs and desires of the people in your community. (Specific recruitment ideas and samples are offered in Chapter V.) Knowing how to approach recruitment is only the beginning, however. You must also be prepared to deliver motivational paychecks to your volunteers on a regular basis. Plan, even before you recruit, what you will do to sustain your volunteers' enthusiasm once they're on the job.

There are dozens, even tens of dozens of ways you can reward your volunteers. Some volunteer administrators have made extensive lists of ways to express appreciation, and we share some of these ideas with you in the chapter on Volunteer Placement and Support (Chapter VII). But the most important thing you can do to satisfy your volunteers' needs is to prepare them to do their job for you well, keep them informed and make them feel an important part of things. (Remember, for volunteers, the social aspect is the one of greatest importance.) Finally, give them your support while they do the job you've asked them to do. Then, acknowledge their contributions at every opportunity, both privately and publicly, in as many ways as you can think of. There is no greater reward than knowing you are doing useful work, and doing it well.

NOW you're ready. On to recruitment.

APPENDIX IV

Volunteer Motivation Materials;
Reasons Why People Volunteer

THE "BOAT PEOPLE" NEED YOUR HELP

Have you been thinking you'd like to do SOMETHING to help the Indochinese Refugees but don't know just what or how? In October, the Indochinese LINK Program will begin training volunteers to teach English-as-a-Second Language to Vietnamese, Cambodian, and Laotian refugees who are resettling in the Phoenix area. If you would like to learn how to help these people learn English, the essential tool for permanent self-reliance, please call the Indochinese LINK Program and add your name to the growing list of volunteers who would like to receive this training and be of help. KNOWLEDGE OF A FOREIGN LANGUAGE OR PREVIOUS TEACHING EXPERIENCE ARE NOT REQUIREMENTS; SENSITIVITY TOWARD AND TOLERANCE OF CULTURAL DIFFERENCES ARE.

For more information, call 257-6307 and ask for Jill Borden, David Whitehorn, or Michael Ashby.

BEST COPY AVAILABLE

Learning English At Home

IS THE FIRST BIG STEP TOWARD PERMANENT SELF-RELIANCE FOR THE INDOCHINESE REFUGEE NEW TO THE VALLEY.

Have you been thinking you'd like to do SOMETHING to help the Indochinese Refugees but don't know just what or how? Would you like to acquire a skill, learn about Indochinese cultures and help people in the process? The Volunteers for Refugee Self-Sufficiency Program (V-Forss) is now training volunteers to teach English-as-a-Second Language to Vietnamese, Cambodian and Laotian refugees who are resettling in the Phoenix area. If you would like to learn how to help these people learn English, and are able to give four (4) hours a week of your time for three (3) months, please call V-Forss and add your name to the growing list of volunteers who would like to receive this training and be of help.
KNOWLEDGE OF A FOREIGN LANGUAGE OR PREVIOUS TEACHING EXPERIENCE ARE NOT REQUIREMENTS: SENSITIVITY TOWARD AND TOLERANCE OF CULTURAL DIFFERENCES ARE.

For more information, call 257-3702 and ask for
DAVID WHITEHORN.

V-Forss is a federally funded program under the direction of the Adult Basic Education Division of the Phoenix Union High School District.

BEST COPY AVAILABLE

Reasons Why We Volunteer

1. "The enjoyment of working with people."
2. "Chance to help others."
3. "Application toward what I do on my job."
4. "Chance to learn another culture and people."
5. "Responsibility toward a service to God and His people."
6. "Previous rewarding experience with people from similar backgrounds."
7. "The challenge of doing something I've never done before."
8. "To teach English and urban survival skills."
9. "To increase my proficiency as a teacher."
10. "To learn about others' cultures and values."
11. "To gain experience in teaching ESOL."
12. "Our church is sponsoring a refugee family. I am responsible for arranging for them to learn English."
13. "To lead people in my church, by example; to be active in helping others on a one-to-one basis."
14. "To learn new things and meet new people."
15. "To get additional training."
16. "Interested in other cultures, people, and languages."
17. "For love."
18. "I'm here because I want to be."
19. "I am a volunteer at heart."
20. "To learn about a different culture. I love people."
21. "I believe in the brotherhood of all people."
22. "To fill my spare time."
23. "Interest lies in cross-cultural psychology. Eager to gain first-hand field experience in working with populations which are foreign."

24. "To give myself to others and to share my many gifts with someone else."

25. "Getting involved with people with needs I could satisfy, and receive satisfaction by feeling useful at the same time."

26. "Help others understand us better and adjust to our world."

27. "I have lived in Southeast Asia. My B.A. is in Asian studies."

28. "Communication is my thing, so helping people to communicate just naturally follows."

29. "Opportunity to apply previous teaching experience in a new setting."

30. "I'm opposed to bilingual education."

31. "I desire experience in another form of cross-cultural adaptation and in a program aimed at easing transition."

32. "Looking for the good feeling that comes from helping others."

33. "To move away from a prescribed lifestyle and be a part of something beyond myself."

34. "I have extra time that I'd like to invest in something worthwhile."

35. "I hope to get a teaching job overseas."

36. "By helping others I feel better about myself."

37. "Application of my skills and knowledge."

38. "Personal growth, self-education."

39. "I think it would be fun."

40. "Personal debt to repay."

41. "I feel a commitment to U.S./Indochinese relations."

CHAPTER V

Recruiting and Screening of Volunteers

PLANNING A RECRUITMENT PROGRAM

A successful recruitment campaign depends upon your knowing what types of volunteer services are needed, knowing where to locate people who can provide those services, and making use of multiple strategies for contacting those persons to request their assistance. Usually it works better to select your recruitment strategies after specific needs for volunteers have been identified. Then you have a better idea of the types of persons you want to recruit and the best approaches for recruiting these types.

An easy and efficient way to identify your program's current specific needs for volunteers is to distribute "Requests for Volunteers" forms to all teaching and support staff. (See sample on page V-2.) You can do this at a staff orientation session, at regular staff meetings, or by regular or inter-school mail. It's a good idea to give staff members more than one form. They may have several different needs right now, and they may have additional or different needs as time goes on. Be sure everyone understands that unless they fill out a volunteer request form, they will not be considered as a placement possibility for the volunteers you are now recruiting. Usually this prompts those who want help to define their needs and to get their requests in quickly. It also serves to reassure staff members who are not sure that they want volunteer help, that they will not be assigned a volunteer unless they ask for one. Under no circumstances should you assign volunteers to work with staff who have not requested one.

As each completed request form comes in, check that the information is complete. Be sure the type of volunteer assistance asked for is clear. If necessary, request additional information. It will be useful to set

Borden
VAE/ABE/PUHSD/83

REQUEST FOR VOLUNTEER HELP

I would like _____ volunteer(s) to assist me in the following capacity:

_____

_____

This help is needed beginning _____ through _____
(date) (date)

at _____
(site and address)

No. of hours per week _____ S M T W Th F S
(circle days needed)

Daily hours _____ to _____ a.m. p.m.

Signature X _____

Please use back side for specifics you would like emphasized when volunteers are receiving orientation and training in response to this request.

_____

up a "help needed" file and to establish a procedure for processing requests as you receive them. It might be helpful to classify the completed requests according to the type of assistance needed. As always, whatever will make life easier for you, do it.

Once you know what the current needs for volunteers are, you can direct your recruitment efforts to meeting those specific needs. You can also use this information to plan appropriate trainings for those you recruit, and to aid you in placing volunteers after they are trained.

Your recruitment efforts, to be effective, must be planned and continuous. Erratic recruitment activities performed sporadically and without

coordination, will produce disappointing results. We suggest that, in the beginning, you establish a training schedule for the entire year. (See sample Recruitment, Training, and Management Plan Chart, Appendix V, Section V-A). Then, using the training dates as goal dates, recruit to fill each training with a manageable number of volunteer trainees. Ten to fifteen is a nice number to work with. It is a small enough group to be personal and to give opportunity for individual attention, yet is large enough for good group dynamics. Fewer than ten is less efficient use of the trainer's(') time; more than fifteen limits the opportunity for discussion and for individuals to practice any new skills that may be introduced.

Recruitment has three phases: The first is informing the community of the purposes of the volunteer program; the second, making people aware of the types of volunteer skills or services needed; and the third, asking their help in meeting those needs. The informing process can begin prior to the initial concentrated recruitment effort and, for best results, should continue throughout the year on a regular basis. Newspaper articles and advertisements, radio talk shows and public service spots, television coverage and "spot commercials," bumper stickers, billboards and posters are a few of the many ways you can alert the public to your program's existence, purposes and needs.

You will do best to direct your efforts to contacting individuals and organizations whom you have reason to believe might be willing to provide volunteer services for your program. Besides stating your program's broad and specific needs, your recruitment messages should let prospective volunteers know the potential rewards your program can offer them, (e.g., new skills, experience helpful to employment, a chance to feel a needed part of things, etc.). The many and varied motives for people offering their volunteer services (as discussed in Chapter IV) suggest that you will have a more effective campaign if you use a variety of approaches that appeal to these different motives.

Recruitment approaches can be more or less divided into three main categories: individual approaches, group approaches, and approaches to the

public at large. Here are a few suggestions for recruiting ideas within these three categories. These suggestions are by no means exhaustive.

Individual: Telephone calling, word of mouth, newsletters or flyers, direct mailings, door-to-door, coffees or teas.

Group: Addressing speakers' forums, senior citizen groups, professional and trade associations, open houses, women's clubs and organizations, fraternal organizations and men's clubs, specific classes or departments at colleges and universities, business meetings, in- house organizations; through brochures, in-house publications, church bulletins, neighborhood newsletters or newspapers, or displays on bulletin boards.

Public: Bumper stickers, radio and television, daily and weekly newspapers, posters, exhibits, Voluntary Action Centers or Volunteer Bureaus, outdoor advertising, local volunteer fairs.

Group and public approaches will get your message to greater numbers of people than will individual approaches. But which recruitment strategies you select should not be guided solely by the number of people you can contact using that method, or even by the number of people who respond indicating an interest in volunteering. Instead, select methods which will seek out and attract people who are likely to have the types of knowledge and/or skills you need in your program. If your program has a number of different assignments that do not require volunteers with special skills or experience, group or public appeals may prove the most effective means for recruiting volunteers. However, when a limited number of volunteer assignments is currently available, or when specific skills are needed, individual and targeted group approaches to recruitment are usually a better choice.

A 1981 Gallup Poll survey of volunteers revealed the relative effectiveness of various recruiting strategies. In a national sample of 843 persons who participated in volunteer activities, 44 percent said they first became involved because someone asked them to volunteer, 29 percent had a family member or friend involved in the activity or benefitting from it, and 31 percent became involved through their participation in an organization or group. Only 6 perent of the sample became involved as a result of information presented over the radio or television, or through pringed sources. These findings support the reports of many organizations that personal or direct contact with prospective volunteers has been their most successful approach for recruitment. Certainly this information speaks to the need to provide your volunteers with a positive experience. If you do, they will be your best ongoing recruitment tool.

The above study not withstanding, Phoenix Union High School District's adult education volunteer program "Volunteers for Refugee Self-Sufficiency," found that after word-of-mouth, weekly and neighborhood newspaper ads attracted the largest numbers of volunteers. Another Phoenix Union program, "Volunteers in Adult Education," has benefitted most from other-agency referrals (after first initiating contact with these groups.)

Blanket public and group awareness campagins which use indirect recruiting approaches (such as newspaper articles, radio and television announcements, billboards and posters, brochures, bumper stickers and flyers) are good for informing large numbers of persons about your program and its need for volunteers. These approaches are most effective when combined with more personalized and individualized recruitment efforts. They alert prospective volunteers to the existence of your program, preparing them for personal contact. After your program has used volunteers for awhile, a blanket campaign in conjunction with word of mouth information spread by informed and enthusiastic volunteers can be a highly successful means of recruitment. (Remember the hospital with 748 volunteers, none of whom were actively recruited by volunteer program staff.)

This blanket and word-of-mouth combined approach requires a greater degree of initial interest and motivation on the part of a prospective volunteer than some other methods. While some consider this a drawback, there is evidence to support that the liklihood of a volunteer completing orientation and training, and going on to provide regular, reliable service, is greater among those who have taken the responsibility of initiating the first personal contact.

A word of caution: where volunteers with specific skills are needed, indirect approaches can recruit a disproportionate number of individuals who do not fit your program's immediate needs. As a result, program staff will need to spend a great amount of time screening potential volunteers and may have to turn many away. Community support for your volunteer program can be jeopardized if you make a habit of recruiting large numbers of volunteers you are then unable to use.

When you must turn down an offer for volunteer service (and sometimes you must!), explain the decision honestly and courteously. Your program staff will need to be as patient and pleasant when dealing with a prospect who doesn't meet your needs as they are when interviewing the ideal prospect. Emphasize the applicant's strengths. Discuss other ways s/he might be of help. If you are aware of other programs or agencies with needs s/he might be able to fill, refer the applicant to them, but do this only if you honestly believe s/he can be of help. If you have a local Volunteer Bureau, refer those you cannot use to them for other referrals in keeping with their interests and abilities. The importance of maintaining good relations with community organizations and other local groups cannot be overemphasized. Alienation of a single group can have a ripple effect, spreading ill feeling through other community organizations. Ultimately, this could result in the loss of many volunteers or even the loss of your own organization's support for a volunteer program.

IMPLEMENTING THE RECRUITMENT PROGRAM

It's important to plan your timing and strategies for recruitment to correspond with the operational cycle of your education program and its needs for volunteer assistance. Consider your recruitment strategies in light of their potential effectiveness in meeting your needs, and in light of the personnel and financial resources you have available for recruitment. Your volunteer coordinator may do it all, or you may decide to involve several persons. If you involve several, be sure to provide them with some training so that the information released to the community will be consistent. Assign someone the primary responsibility for coordinating the recruitment program. This should probably be the volunteer program coordinator, if the overall program is not too large.

In some very large programs, it may be advisable to appoint a volunteer recruitment committee to assist in organizing and implementing a recruitment program. Such a committee might be made up of volunteers and program personnel working together. Committee members would assume a major role in the actual recruitment process, although they should also be encouraged to seek the assistance of others for help with specialized recruitment efforts.

Your volunteer recruiter(s) may find it advantageous to identify and contact local employers--particularly the large one--who have benefitted from services provided to their employees (e.g., ESOL classes for limited-English-speaking employees). Don't hesitate to request their help in locating volunteers. Employers will sometimes arrange special employee orientation sessions or meetings. They may be willing to have displays put up in their buildings to interest and attract their employees to your volunteer program.

In case you're wondering, the motivating factor and primary reason for industry's volunteer involvmeent in public education is a concern for an assured continuing supply of well-educated and properly trained manpower. Some employers go so far as to provide release time for their employees

who want to spend time doing volunteer work. IBM, Xerox, Western Electric, Wells Fargo, Honeywell, Levi Strauss & Co., Valley National Bank, and Northrup Corporation are a few of the corporations which have established policy encouraging their employees to do volunteer work. Their number is steadily growing. (Volunteers from the Workplace by Kerry Kenn Allen, and Volunteer Industry Involvement in Public Education by Burt and Lessinger, are two publications which offer detailed information on how to get voluntary assistance from business and labor.

Having decided which strategies you'll use, next develop and have printed any written recruitment and program information materials you will need. (Some sample ideas can be found in the Appendix at the end of this chapter, Section V-B.) Then prepare yourselves for recruitment response. It is important that you BE PREPARED to respond to the inquiries that will result from the recruitment publicity. Potential volunteers may lose interest if they do not get a prompt response.

Prepare your training outline(s) and plan ongoing support for volunteers once they are on the job. (Training content specifics are dealt with in Chapter VI, but NOW is the time to start planning it.) Develop and print a sufficient quantity of volunteer applications. (See sample volunteer applications in Appendix V, Sections V-B and V-B2.) You will need many more applications than you hope to have volunteers.

Decide who will interview volunteer applicants. Establish consistent volunteer criteria and screening and selection procedures in order to avoid taking on volunteers who are inappropriate for your program.

INTERVIEWING AND SCREENING VOLUNTEER APPLICANTS

It is a common but mistaken notion theat the screening and selection of volunteers is inappropriate because applicants are offering to provide free services. In truth, the screening process can be as advantageous to an applicant as it is to the volunteer program. It can prevent the applicant from entering into a situation in which s/he might feel uncomfortable, inadequate or dissatisfied. From a program point of view, screening is essential. Remember, your primary clients, the adult learners, need to be protected. They must be helped, not hindered by volunteer involvmeent. Also, your institution's reputation can be greatly affected by the kind and quality of volunteers who work there.

The criteria you use for screening and selecting from among volunteer applicants should be consistent with your school's or institution's policies. You will want to select individuals with the qualities and qualifications that will support the goals and objectives of your volunteer program, and those of the education program(s) that it exists to serve. Some suggested volunteer qualities and qualifications are presented here. The general qualifications will probably apply to most volunteer assignments; the specific qualifications should be adjusted in light of the particular assignment(s) for which you are interviewing.

General Qualifications

A constructive attitude toward helping and/or working with people.
Sufficient time available.
Reliability and a sense of responsibility.
Initiative and a willingness to make a real effort, and to work cooperatively with school personnel.
Flexibility and adaptability to change and growth.

Specific Qualifications

Physical, mental and emotional stability commensurate with the job assignment.

Personal interest in the assignment.

Knowledge of required skills or techniques. (Useful but often can be learned.)

Interest in adult learners and a desire to work with the schools in helping to educate these students to their full capacity.

Adequate communication skills (including foreign lanaguage abilities as appropriate).

Good health.

Sensitivity toward need for suitable attire.

Special talents that can enrich the program.

IMPORTANT: THE SCREENING OF POTENTIAL VOLUNTEERS SHOULD BEGIN WITH THE FIRST PERSONAL CONTACT. It will sometimes be apparent at the first contact, even when this initial contact is by phone, that the interested party will not be a suitable volunteer for your program. Some indicators might be language deficiencies, intolerant attitudes toward ethnic and cultural differences, unwillingness or inability to commit to the required training time or a regular volunteer schedule. Be alert for these and other clues that the volunteer is a poor candidate for your program's needs and purposes. Kindly but firmly decline the offer of such a volunteer. Most particularly, do not relax your requirements because a prospective volunteer hesitates on the basis of training requirements or weekly time involvement. If you have done your "homework" well, as discussed in Chapter III, your requirements are reasonable, and are what your program needs. Don't compromise your standards. Thank the caller for his/her interest and, if possible, suggest a different volunteer opportunity with less rigorous requirements or refer the caller to another agency or to the Volunteer Bureau. Don't saddle yourself or your program with volunteers who can't or won't give what your program needs. Also, be reluctant to agree to hold "make up" sessions for volunteers who are unable to participate in one or more sessions of the training. Make

up sessions take a lot of time and establish a troublesome precedent of adjusting the program to suit the needs and desires of various individuals, instead of finding individuals who can and will adjust themselves to your needs. A better idea is to suggest to a volunteer that s/he sign up for a future training when his/her time conflict is resolved.

Most responses to your recruitment efforts will be by telephone. Answer any questions as fully as possible and arrange to send further information and an application by mail. You can schedule an appointment then, or ask the prospect to call for an appointment if s/he is still interested after reading the materials. However, it's a good idea to take down callers' phone numbers. That way, if you don't hear from them within a couple of weeks, you can check back with them. Telephone call pads designed especially for keeping track of conversations with callers can be of great help. (An example of the suggested call pad can be found in the Appendix at the end of this chapter, Section V-B.)

You may find the above procedure especially useful if you have a small staff. Many prospects will screen themselves out when they read the program information because they realize they can't meet the time requirements, or because the responsibilities and tasks were significantly different than they had imagined them to be, or because they simply changed their minds. Interviews are time consuming business. Reserve that time for interviewing prospective volunteers who are informed about the program needs and requirements, and are still interested.

If the volunteer prospect drops in at the program office, and if you can make the time, briefly discuss the volunteer opportunities in your program. Share appropriate written materials about the program and invite the prospect to complete an application as soon as possible. This may take place immediately or several days later. If no one is free to talk with the applicant just then, give him/her the printed materials to take home and read, and schedule an interview appointment at the earliest convenient date. It is important to talk with prospects as promptly as

possible, but you need not rewrite your entire week's schedule to accommodate a drop-in. No serious prospects will give up if you really can't fit them in for a few days.

Program staff who car generate enthusiasm and interest on the part of applicants are the best ones to do the interviewing. Later on, volunteers who have particpapated in the program can also become very effective recruiters and interviewers. Active volunteers who are enjoying their jobs are terrific energizers. Make good use of them.

When scheduling interviews, allow enough time for comfortable conversation. You will need time to determine whether the applicant meets your volunteer needs, and if so, what assignment(s) best fit his/her interests, abilities and time schedule. If your recruitment campaign has produced good results, this can be a time-consuming process, so prepare accordingly. You may want to have more than one trained interviewer available. Again, this will depend on the size and scope of your effort and your available staff resources.

To the extent possible, conduct interviews in a relaxed setting where you can be free of interruptions. Have your promotional literature and/or volunteer job descriptions at your fingertips. If the volunteer has submitted an application prior to the time of the interview, take time before the scheduled interview to quickly review the application and note specific items which you might like to explore with the applicant. If the application is not available until the time of the interview, you can give the applicant some promotional literature to read while you take a few moments to review the application.

An average interview will probably last about a half hour. More time may be required if the appliant is interested in a number of possible assignments. Slightly less time may be required if the applicant has been recruited for a specific position. For scheduling purposes, however, if you estimate one-half hour per interview you should be OK. You may want to allow yourself a little more time in the beginning of the program while your interviewing skills are still developing.

There is no fixed pattern to follow when interviewing an applicant; so much depends upon the characteristics of the applicant and the nature of the volunteer assignments. But keep in mind that the interview should allow both you and the applicant to obtain the information each of you needs to make your respective decisions regarding a volunteer assignment with your program.

During the course of the interview, complete the application if necessary, adding any additional information gained in the interview exchange. Give special attention to educational and occupational experience, previous volunteer expereince, training, interests, hobbies, availability--which days and hours--and preferences. Stress the importance of a firm commitment to the regular, reliable performance of volunteer tasks. Discuss available opportunities. Encourage questions. You clarify the choices, but let the applicant make his/her own decision.

At the conclusion of the interview, inform the applicant of the outcome. If the applicant is qualified to serve as a volunteer, you might say, "We would be very happy to have you join our volunteer program. I'd like to arrange for you to attend our next volunteer orientation and training." Where the applicant does not meet the program's qualifications, or where it is unlikely that a suitable assignment can be found for this volunteer, be honest. The interviewer can courteously tell the applicant, "I'm sorry, but I don't think we have a position at this time which matches your interests and skills. May I make an appointment for you with the Volunteer Bureau? They have a much broader range of volunteer assignments than our program." It is important to remember that every applicant, whether accepted as a volunteer or not, will go away from the interview with a definite attitude toward your program. Let it be a positive one.

It should be clear that interviews are an important tool in screening and selecting volunteer applicants. Many considerations can only be explored through interacting with prospective volunteers. The interview helps the

prospect too, to clarify his or her interests in becoming a volunteer in your program, and to learn more about whether and how volunteering with your program is in keeping with personal objectives.

In some instances, an applicant may want to give further thought to the offer; the interviewer should encourage him/her to do so. Arrange to call him/her in a day or two. Where there seems to be some uncertainty on the part of either party, it may be advantageous to suggest a trial assignment. This gives both parties an opportunity to evaluate the volunteer's progress and satisfaction after working at an assignment for a brief period.

Immediately following the interview, while the information is still fresh in your mind, jot down any notes to yourself and attach them to the applicant's completed form.

One final word of caution: This chapter pre-supposes that staff members have been acquainted with the structure and goals of the volunteer program, and are equipped with the necessary information to make effective use of volunteer help. If this is not the case, take the time NOW to acquaint and prepare them. Arrange a staff orientation in which you present the volunteer program's policy on recruitment, screening, selection, training, and placement of volunteers; the role(s) and responsibilities of the volunteers', the role(s) and responsibilities of the professional staff requesting volunteer help. Offer ideas on making wise use of volunteer services. Discuss techniques for fostering paid staff and volunteer teamwork. Be sure staff members are aware that there are problem resolution procedures, and what those procedures are. Discuss the desireability of providing growth opportunities for volunteers and the need for on-going volunteer and volunteer program evaluation.

Finally, make sure the staff is aware that there will be a delay between the time staff requests for volunteers are received and the time when appropriate volunteers are located, trained, and placed. Otherwise,

staff support for the volunteer program may turn to frustration and disappointment during the time required for the first recruitment drive and training. As the program develops and files of potential positions and volunteers are maintained, there should be less delay between the time a request is received and an assignment is made.

If you have been involving your staff all along, you may find you can complete staff orientation in a single session. If your staff has lots of questions, you may want to have more than one session. As always, we encourage you to assess for yourselves what your staff and program needs are in this area. Your goal is to adequately prepare the staff for a positive experience with the volunteers who will help them.

APPENDIX V

Recruitment, Screening and Public Relations Materials

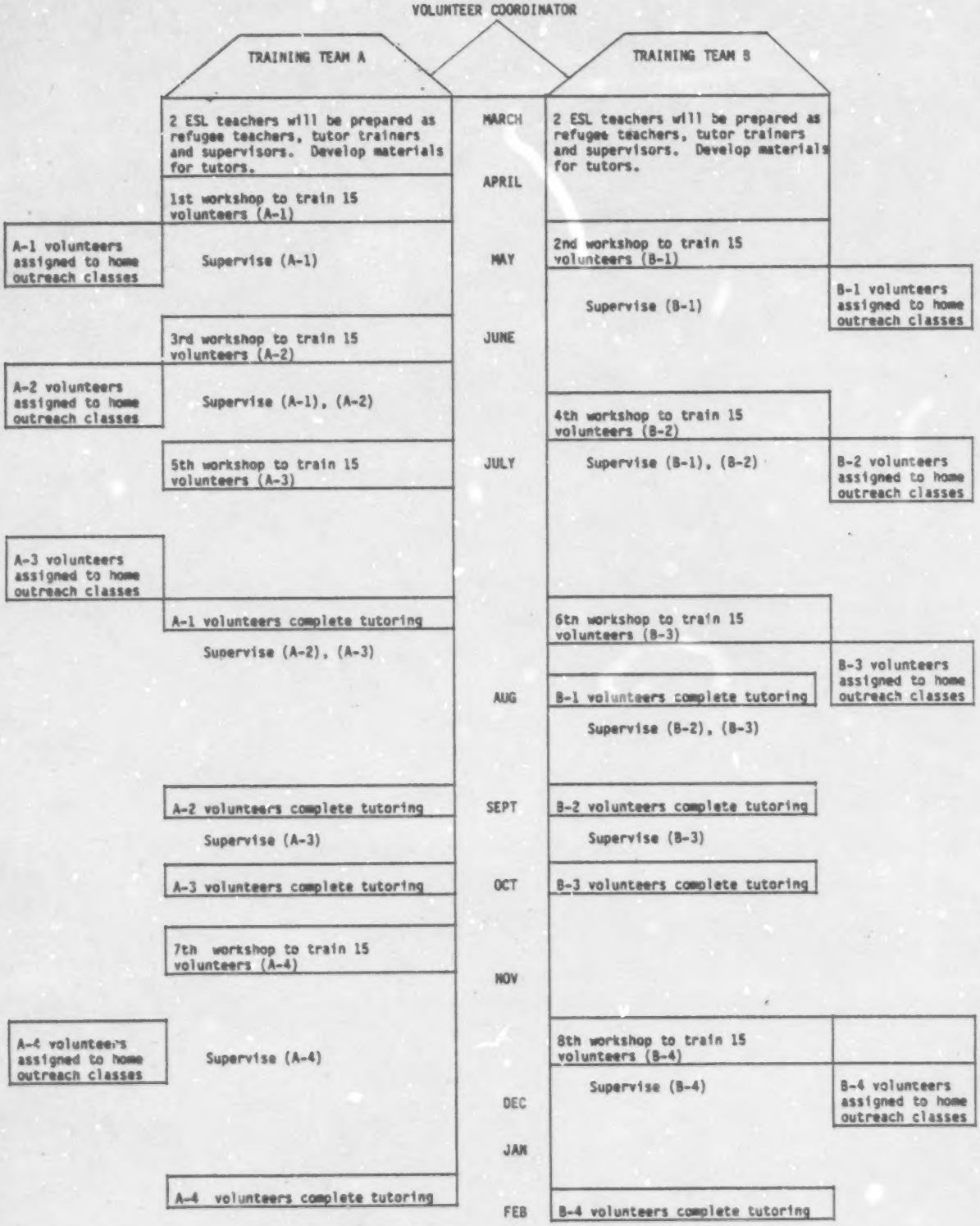
SECTION V-A

Recruitment, Training

and

Management Plan Chart

RECRUITMENT, TRAINING AND MANAGEMENT PLAN CHART


VOLUNTEER COORDINATOR
TRAINING TEAM A
TRAINING TEAM B
MARCH
APRIL
MAY
JUNE
JULY
AUG
SEPT
OCT
NOV
DEC
JAN
FEB
2 ESL teachers will be prepared as refugee teachers, tutor trainers and supervisors. Develop materials for tutors.
2 ESL teachers will be prepared as refugee teachers, tutor trainers and supervisors. Develop materials for tutors.
1st workshop to train 15 volunteers (A-1)
A-1 volunteers assigned to home outreach classes
Supervise (A-1)
2nd workshop to train 15 volunteers (B-1)
Supervise (B-1)
B-1 volunteers assigned to home outreach classes
3rd workshop to train 15 volunteers (A-2)
A-2 volunteers assigned to home outreach classes
Supervise (A-1), (A-2)
4th workshop to train 15 volunteers (B-2)
5th workshop to train 15 volunteers (A-3)
Supervise (B-1), (B-2)
B-2 volunteers assigned to home outreach classes
A-3 volunteers assigned to home outreach classes
A-1 volunteers complete tutoring
Supervise (A-2), (A-3)
6th workshop to train 15 volunteers (B-3)
B-3 volunteers assigned to home outreach classes
B-1 volunteers complete tutoring
Supervise (B-2), (B-3)
A-2 volunteers complete tutoring
Supervise (A-3)
B-2 volunteers complete tutoring
Supervise (B-3)
A-3 volunteers complete tutoring
B-3 volunteers complete tutoring
7th workshop to train 15 volunteers (A-4)
A-4 volunteers assigned to home outreach classes
Supervise (A-4)
8th workshop to train 15 volunteers (B-4)
Supervise (B-4)
B-4 volunteers assigned to home outreach classes
A-4 volunteers complete tutoring
B-4 volunteers complete tutoring

BEST COPY AVAILABLE

SECTION V-B

Sample Recruitment and Screening Materials

From the V-FoRSS
Interim Report to
the U.S. Dept. of
Education, March 1981

VOLUNTEER RECRUITMENT

TELEVISION AND RADIO COVERAGE

V-FoRSS has issued press releases that have resulted in television, radio, and newspaper coverage.

KOOL Television of Arizona, the local CBS affiliate, taped segments of the first V-FoRSS training session and aired the report on April 27, 1981.

KOOL TV also interviewed a V-FoRSS volunteer and her students, and portions of the sixth training session. The coverage was presented August 1, 1981, on the evening and late night news programs.

KZZP, KBBC, KTAR, KMCR, and KOY radio stations in Phoenix have aired public service announcements broadcasting the need for V-FoRSS volunteers interested in teaching survival English to Indochinese refugees.

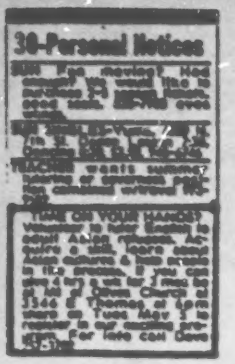
ADVERTISEMENTS

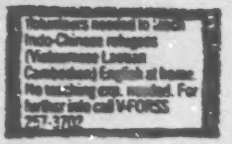
Advertisements have been placed in the Arizona Republic, the New Times Weekly, the Pennysaver, community college and university newspapers, and church newsletters.

FLIER DISTRIBUTION

Fliers have been placed at various locations throughout the greater Phoenix area. Some are listed below:

- Community Colleges
- Oriental Markets
- Arizona State University
- Service Providers
- Various Supermarkets
- Volunteer Bureaus
- Grand Canyon College
- Retirement Community Centers





PAGE 48-NEW TIMES-MAY 6-12

English instructors needed

The Volunteers for Refugee Self-Sufficiency program is training volunteers to teach English to Vietnamese, Cambodian and Laotian refugees who are resettling in the Phoenix area.

People interested in volunteering must be able to work four hours weekly, for a three-month period.

More information is available from David Whitehorn, at V-FoRSS, 257-6348.

Knowledge of a foreign language and previous teaching experience are not required.

The Arizona Republic

Volunteer of the week

Gayle Mort has been a volunteer at the Yucca branch of the Phoenix Public Library since 1976, donating 650 hours of her time working in various areas of the library. She is also on emergency call and will go to the library on short notice to fill in for regular staff members.

Volunteers like Ms. Mort are the backbone of many non-profit agencies in the Valley. Without them, many services would have to be curtailed. The Volunteer Bureau of Maricopa County is a United Way agency that matches agencies with volunteers seeking a placement suited to their time and skills.

Write or telephone the bureau for assistance: 1515 E. Osborn, 263-9736, Phoenix; or 21 S. Hibbert, 834-7777, Ext. 435, Mesa.

Current needs include:

- English tutors for Vietnamese, Cambodian and Laotian refugees. Volunteers are asked to give four hours a week for three months. Knowledge of a foreign language is not necessary.
- Two persons to help two hours a week at two central Phoenix library branches.
- Volu... operate a ... mental he...
- Retired... who are in... in paying jo...
- Volunteers have been sc... be provide... patient rig... the elderly an...

THE MARYVALE STAR-June 1, 1981-5

V-FORSS, sponsored by the Adult Basic Education Division of Phoenix Union High School, depends on volunteer help to tutor refugees in the greater Phoenix area. Anyone, from 16 up, can be a volunteer.

Volunteers are required to attend an initial training session and are asked to make a commitment to teach four hours per week for three months. The next training session begins June 9. A volunteer does not need to speak any of the Indo-Chinese languages, and in-class ... are provided.

...be, who has been ...ung and Oanh, says ...ed a lot of patience ...ess of communica... ...ps me not to take ...or granted when I ... who have risked ...e go to another ...akes you think ... different way."

... are still needed for the V-FORSS program. If you're interested, contact

Volunteers for Refugee Self-Sufficiency Program
Training Volunteers to Teach English-as-a-Second Language to Vietnamese, Cambodian & Laotian Refugees
Knowledge of a Foreign Language or Previous Teaching Experience not Necessary
Information/257-3702
Tempe South Pennysaver — May 28, 1981

Classes aid Cambodians

Cambodian refugees began arriving in Phoenix, one of 10 cities nationally selected for resettlement projects, in April and the Phoenix Union High School District will help them make the difficult transition to their new homeland.

Volunteers for Refugee Self Sufficiency (V-FoRSS), a program operated through Adult Basic Education of the PUHSD, will teach an anticipated 240 Cambodians, Laotian, and Vietnamese refugees to speak English and to adapt to their new environment.

English classes will be taught in homes or apartments in which refugees live by volunteers who agree to contribute four hours a week for three months to the program, said David Whitehorn, Coordinator of V-FoRSS.

Persons interested in working as volunteers may telephone Whitehorn at 257-6348. They'll receive 12 hours of instruction and eight two-week training sessions will be held this year. Certificates will be awarded upon completion of service—four hours a week for three months.

"Obviously, the refugees will benefit from the program, but the volunteers emerge as winners, too," Whitehorn said. "Volunteers are enriched from being in a program that permits them to reach out and help oppressed people, learn a great deal about other cultures, and obtain marketable skills."

EPISCOPAL CAMPUS MINISTRY

"GIVE AND IT SHALL BE GIVEN UNTO YOU (Luke 6:38)

Volunteerism is truly a rewarding experience. V-FoRSS (Volunteers for Refugee Self Sufficiency) is now accepting applications from volunteers interested in helping a refugee family from VietNam, Cambodia, or Laos learn English and adjust to a new life in this free country. Volunteers are required to complete 12 hours of training which will begin April 21st, and to commit themselves to 3 months of teaching 4 hours a week in the home of the refugee. If you are interested in giving and receiving a true gift of love, contact Denise Rost at 969-0963 or the V-FoRSS office at 257-6348.

BEST COPY AVAILABLE

VOLUNTEER PHONE LOG

Date _____ Initials _____

Name _____

Address _____

City _____ Zip _____

Phone _____

Referred by _____

☐ Send _____ packet(s): Mailed _____

☐ Confirmed for next workshop _____
date

☐ Scheduled for interview _____ _____
date & time

Comments:

ADULT BASIC EDUCATION DIVISION

A unit of the PHOENIX UNION HIGH SCHOOL SYSTEM Patrick B. Henderson, Ed.D., Superintendent

525 North Seventh Street Phoenix, Arizona 85006

Dear Potential Volunteer:

As many of you may already know, the flow of Indochinese Refugees into the Phoenix area has not ceased. Their need to learn English to become self-sufficient working members of our community has not ceased either. Only through the efforts of our volunteers can the Indochinese LINK Program reach all of those in need of classes.

The Adult Indochinese LINK Program will be having its fall volunteer training program at Mount of Olives Church at 3546 East Thomas Road, on October 21, 23, 28 and 30, 1980 from 7:00 p.m. to 9:00 p.m. Attendance at all five meetings is mandatory.

If you are interested in helping the Indochinese Refugees in our community as a LINK volunteer, please fill out the Volunteer Information Form and return it to our office by October 8, 1980.

Hope to see you soon.

Sincerely,

Jill Borden
Coordinator

SAMPLE COVER LETTER

VOLUNTEERS FOR REFUGEE SELF-SUFFICIENCY

Have you been thinking you'd like to do SOMETHING to help the world's refugees but don't know just what or how? Would you like to acquire a skill, learn about different cultures and help people in the process? The Volunteers for Refugee Self-Sufficiency Program (V-FoRSS) is now training volunteers to teach English-as-a-Second-Language to adult refugees from Vietnam, Cambodia, Ethiopia, Angola, and other strife-torn areas of the world, who are resettling in the Phoenix area. If you would like to learn how to help these people learn English, and are able to give four hours a week of your time for three months, please call V-FoRSS and find out how to become a part of the growing group of volunteers who have received this training and are now helping refugees throughout the valley.

KNOWLEDGE OF A FOREIGN LANGUAGE OR PREVIOUS TEACHING EXPERIENCE ARE NOT REQUIREMENTS: SENSITIVITY TOWARD AND TOLERANCE OF CULTURAL DIFFERENCES ARE.

For more information, call 256-3640 or 256-3641.

V-FoRSS is a federally funded program under the direction of the Adult Basic Education Division of the Phoenix Union High School District.

COMMONLY ASKED QUESTIONS ABOUT VOLUNTEERING

FOR THE VOLUNTEERS FOR REFUGEE SELF-SUFFICIENCY PROGRAM.

Q. Do I need to speak another language to tutor?

A. No, we have many texts, materials and visual aids that will assist you in teaching English. It will also surprise you what can be done with gestures and acting. Sometimes it is actually a disadvantage to know the student's language because you both tend to lapse into that language. Generally, information that is merely translated is not remembered as well as when one sees a picture, struggles to get a meaning, or learns to use a word or structure in context.

Q. How do I know what to do?

A. You will participate in five training sessions to acquaint you with the basics of teaching ESL to adults. V-FoRSS staff will be on call to assist you when problems arise and will also visit you at your teaching site. In addition, monthly "rap" sessions will be held to exchange ideas and gain new teaching ideas and techniques.

Q. Who are the students?

A. The students you will be helping are all adult refugees from war-torn Southeast Asia and other strife-ridden areas of the world. Educational backgrounds range from complete illiteracy in both the native language and English to those who are well educated and may even hold graduate degrees in their native country, and whose needs are, of course, very different. In between the two extremes is a wide spectrum of capabilities. Most of the students lie somewhere along this spectrum between these two extremes. English conversational abilities range from total nonspeakers to those who speak quite well but wish to expand their vocabulary and understandding of American idiomatic expressions.

Q. When am I needed?

A. Volunteers are needed at all times of the day and evening, from 9:00 a.m. to 9:00 p.m. Monday through Friday. A minimum three-month commitment of two, two-hour teaching sessions per week is required in order to participate.

Q. Where are the classes taught?

A. The majority of classes are home outreach classes; that is, the classes are held in the refugees' homes. However, some small group classes meet at churches, schools, and other appropriate community sites. Volunteers are matched to classes which are located within a reasonable distance of their homes.

Q. Do I need to have my own transportation?

A. Yes. Reliable transporation is essential for V-FoRSS volunteers.

Q. How will I know if I am doing a good job?

A. The staff will give assistance and suggestions whenever you ask or it seems to us appropriate. A V-FoRSS Support Specialist will be assigned to you and will observe and work with you at your teaching site from time to time. Monthly "rap" sessions will be held where you will have the opportunity to share your experiences tutoring with other volunteers and the V-FoRSS staff. After several weeks, we will do an evaluation of your tutoring, stressing such things as your ability to use a variety of materials correctly. In return, we will ask that you fill out an evaluation of us and the program. We are aiming for an exchange of constructive criticism and suggestions.

Q. Does V-FoRSS offer other things besides ESL classes?

A. Yes, V-FoRSS offers social adjustment skills instruction which, combined with ESL instruction, enables the refugee to become self-reliant as quickly as possible.

Q. Who sponsors this program?

A. The Volunteers for Refugee Self-Sufficiency Program is sponsored by the Phoenix Union High School District, with all paid staff under the direction of the Adult Basic Education Division. Money for the program comes from the U.S. Office of Refugee Resettlement. V-FoRSS and the Refugee LINK Program are two components of the same program which is sponsored by the Phoenix Union High School District. The LINK component provides ESL classes for those refugees who have transportation and need improved ESL skills for work. The primary purpose of V-FoRSS is to provide ESL classes and social adjustment skills to those refugees who have recently arrived in the United States or are geographically isolated and unable to attend a LINK class.

POSITION DESCRIPTION

POSITION TITLE: ESL TUTOR

PLACEMENT: V-FoRSS home tutorial situation

PROGRAM OBJECTIVE: to assist persons for whom English is a second language in learning or improving their English language skills - listening, speaking, reading and writing, (in that order) - so that the student can function more fully in the community.

TIME COMMITTMENT: 4 hours weekly minimum teaching time, spread over at least 2 days, for a period of 3 months.

RESPONSIBLE TO: V-FoRSS Coordinator or ESL Support Specialist.

POSITION RESPONSIBILITIES:

To become familiar with and learn to correctly use basic texts and materials by participating in 12 hours of intial ESL Orientation and by reading materials given out at training sessions. In addition, a training and problem solving session will be given once a month. All tutors will be expected to attend.

To tutor non-English speaking adults in English-as-a-Second-Language, in their homes or at other suitable sites.

To be reliable and on time on regularly scheduled days. (Four hours minimum per week.) Give as much notice as possible if you are unable to meet with your class and arrange a mutually satisfactory time for a make-up session.

Carry out a lesson plan prepared by you; consult V-FoRSS staff if there are any questions about your plan or materials.

Conscientiously keep records of your students' progress at the end of each tutoring session, and also of their attendance as well as any "field trips."

Keep V-FoRSS staff informed on any developments which call for assistance beyond the duties to which you have agreed.

VOLUNTEER INFORMATION FORM

NAME _____ TELEPHONE # _____

ADDRESS _____ CITY & ZIP _____

OCCUPATION _____ WORK ADDRESS _____

DATE OF BIRTH _____ PHONE _____

EDUCATION: 8 9 10 11 12; college 1 2 3 4 5 6 other _____

(Circle highest grade completed and specify area of study or training)

VOLUNTEER EXPERIENCE _____

_____

WORK EXPERIENCE _____

_____

_____

INTERESTS, HOBBIES, TRAVEL _____

_____

HOW DID YOU HEAR ABOUT THE LINK PROGRAM? _____

Have you studied another language? _____

Which? _____

How would you rate your speaking ability? GOOD ____ FAIR ____ POOR ____

Times at which it would be possible for you to tutor--days and times of day (if more than one time block, please number according to preference. _____

_____

DO NOT WRITE BELOW THIS LINE

POSITION ASSIGNED _____

DAYS _____ HOURS _____

COMMENTS _____

_____

_____

INTERVIEWER _____ DATE _____

ADULT BASIC EDUCATION DIVISION

A unit of the PHOENIX UNION HIGH SCHOOL SYSTEM Patrick B. Henderson, Ed.D., Superintendent

525 North Seventh Street Phoenix, Arizona 85006

Dear Prospective Volunteer:

Thank you for your interest in Volunteering with the Adult Basic Education (ABE) Program. ABE has need for and relies on volunteer help in many areas.

Would you please fill out the attached Application for Volunteer Service and mail it back to me at the above address. We will then get back to you to arrange an interview and to discuss appropriate training in your area of interest.

I'm looking forward to meeting you.

Your truly,

SAMPLE COVER LETTER

Information About Volunteers in Adult Education

You Wanted to Know...

Q. What volunteer opportunities are there with the Phoenix Union High School District Adult Education Division?

A. Volunteers are needed and valued for their help in many areas: office work; special events and activities; assistance with in-service trainings; public relations; art work; fund raising; newsletter; teacher assistant (GED, ABE or ESL); individual tutor (GED, ABE or ESL); independent teacher (GED, ABE or ESL); Other --Make us an offer?

Q. When are volunteers needed?

A. Volunteers are needed at a variety of times throughout the day and evening from 9 a.m. to 9 p.m., Monday through Friday. For volunteer teaching positions, a minimum three-month commitment of 4 hours per week is required. For other positions, a mutually agreed-upon time commitment will be established at the time of training.

Q. Who are the students who participate in adult education classes?

A. Adult Education students are all sixteen years of age or older. Most fall into one of five categories:

Adult Basic Education (ABE) students have a limited educational background. They are here to study reading and subject areas usually covered in grades K-8. Placement is determined primarily by reading level.

General Education Development (GED) students have had more education, as a rule, than ABE students, but for whatever reasons have not completed high school. They have come to study for the GED test series so that they may acquire a GED Certificate. A GED Certificate is equivalent to a high school diploma. For most practical purposes the two are interchangeable. GED students, too, are placed by reading level and study subject areas usually covered in grades 9-12.

Adult Literacy (AL) students are adults who have never learned to read or write and now would like to. As you might expect, AL and ABE students sometimes overlap.

English for Speakers of Other Languages (ESOL) students come from a wide variety of educational backgrounds ranging from complete illiteracy in both the native language and English to those who are well educated and may even hold graduate degrees from their native country. English conversational abilities range from total non-speakers to those who speak quite well but wish to expand their vocabulary and understanding of American idiomatic expressions. Thus, language needs may vary greatly.

Citizenship students, as you might guess, are foreign born persons wishing to become naturalized citizens of the United States. They come from many different cultural and language backgrounds and often have widely differing English language abilities.

Q. Where are classes held?

A. Day and evening classes are held at the Adult Learning Center 525 N. 7th Street. Additional classes are held at numerous "field" sites throughout Phoenix. A complete list of current class sites is available.

Q. Do volunteers work independently or under supervision?

A. Both. The degree of either will depend mainly on what activities you have volunteered to do. In most cases you will be assigned to work with Adult Education staff. While that staff must assume primary responsibility for day-to-day direction of a volunteer, we regard volunteers as resourceful and capable people and welcome it when volunteers take the initiative.

WHAT WE ARE.... AND WHY....

WHAT is the	The Adult Basic Education Division provides education for adults whose skills in speaking, reading, writing and math reduces their ability to get and keep employment in keeping with their other abilities or to better meet their adult responsibilities.

WHAT IS OFFERED?

ABE	The Adult Basic Education program teaches reading and arithmetic skills that most adults use every day.	GED	Instruction is in preparation for the GED (General Education Development) test.
ESL	Instruction in English as a Second Language is for adults who need to learn to speak and read English.		A GED certificate is accepted in place of a high school diploma by many employers and schools.
		CITIZENSHIP	Instruction is given for qualified resident aliens who want to pass the U.S. Citizenship test.

WHO is ELIGIBLE to PARTICIPATE	Phoenix residents (citizens or resident aliens) who are out of school. Students must be 16 years of age for the ESL program and for the Adult Basic Education program, and 18 years of age for GED preparation.
HOW does the PROGRAM WORK?	Adults may register at any class at any time. There is no cost to the student. Books and tuition are free. Students are given personal programs in whatever subjects they need such as English, reading, math, job related skills and other work. Students go as quickly or as slowly as they want. If students are absent at any time, when they come back they just begin the work where they left off.
WHERE does the MONEY COME FROM?	Program is conducted with funds via the State Department of Education, Human Resources Department/City of Phoenix, and National Right to Read Office, and with the cooperation of Phoenix Elementary District No. 1, Roosevelt District, Murphy School District, Creighton School District, Tolleson School District, Arizona Family, Arizona State Hospital, Chicanos Por La Causa, Eighth Place Center, Friendly House, Maryvale Youth Center, Santa Rosa Community Center, South Phoenix Adult Center, St. Martin De Porres Community Center, St. Vincent de Paul Learning Center, ACTION, Volunteer Bureau of Maricopa County, and City Housing Authority.
WHEN and WHERE is INSTRUCTION?	At different times and at locations throughout the city. For further information call ABE - 257-3182

VOLUNTEERS IN ADULT EDUCATION
APPLICATION FOR VOLUNTEER SERVICE

This form will help us to better know you, your interests, and your qualifications as a prospective volunteer. Please respond as completely as possible.

Name _____ Birth Date _____ Hm Phone # _____
Address _____ City & Zip _____
What major cross streets are you near? _____
Employer name and address _____
Occupation _____ Responsibilities _____
_____
Working hrs. _____ Wk. Phone # (if ok to call) _____
Education 8 9 10 11 12; College 1 2 3 4 5 6; Other _____
(Please circle highest grade completed)
Area of Study _____
Any Volunteer Experience (type and duration) _____
_____
_____
Interests, hobbies, areas of expertise _____
_____
_____
Have you studied another language? (please specify what language) _____
_____
How would you rate your foreign language speaking ability?
good _____ fair _____ poor _____

Do you have any physical limitations you would like us to consider? _____

Do you have access to a car? _____

Volunteers in Adult Basic Education serve many needs. Which area of volunteering do you think you would like to work in at this time?

_____ Office (filing, typing, telephone, record keeping)
_____ Activities honoring volunteer service, recognition events (students and volunteers) assist with in-service training.
_____ Public relations (developing material for distribution, speaking, art work.
_____ Fund raising (speaking, working on events, etc.)
_____ Newsletter
_____ Teacher assistant (GED, ABE, or ESL)
_____ Individual tutor (GED, ABE, or ESL)
_____ Independent teacher (GED, ABE, or ESL)
_____ Other (please specify) _____
_____

Times at which it would be possible for you to volunteer:
Days _____
Times of days _____
References (please list two) _____
_____
Feel free to include or attach any additional pertinent information you would like to share.

- -

Position Assigend _____
Days _____ Hours _____
Comments _____
_____
Interviewer _____ Date _____
Training _____
_____

BEST COPY AVAILABLE

INTERVIEW SUMMARY

Applicant's Name: _____ Sex: M___ F ___

Telephone _____ Date _____

Employment Experience _____

_____

_____

Current Employment _____

_____

Volunteer Interests _____

_____

Previous Volunteer Experience _____

_____

Motivation for Applying _____

_____

Educational Background (Foreign Language Skills?) _____

_____

Limitations (Transportation, Health, Child Care) _____

_____

Interviewer's Comments _____

_____

_____

Action
Accepted: _____ Withdrew Voluntarily: _____ Other: _____

Dear Volunteer:

Congratulations on your decision to become a volunteer, teaching English as a Second Language (ESL) to Indochinese refugees in the greater Phoenix area. We're happy to inform you that the first of four required training sessions for this important task will be held Monday, October 15, 1979, from 7:00 p.m. to 9:00 p.m. at the Maricopa County Skill Center, 4118 E. Wood Street, Phoenix.

Many new refugee arrivals are now awaiting classes and are eager to get on with the business of becoming self-reliant as quickly as possible. In order to meet their need promptly, we will be holding the training two nights a week for the next two weeks. Please mark these dates and times on your calendar: Monday, October 15; Thursday, October 18; Monday October 22; and Thursday, October 25, from 7:00 p.m. to 9:00 p.m.

All volunteers must complete all four training sessions before being assigned as a tutor.

If you have any questions, please don't hesitate to call our office at 257-6307.

The Indochinese LINK staff is looking forward to meeting you and working with you. See you Monday.

Yours truly,

Jill Borden
Coordinator

SAMPLE CONFIRMATION OF TRAINING LETTER

CHAPTER VI

Orientation and Training of Volunteers

ORIENTATION

There are several objectives you want to meet in arranging and providing orientation and training for your volunteers. You want to inform them about your program, to prepare them to do a good job, and to make them feel a useful and important part of things. During orientation, you will acquaint volunteers with the philosophy and purpose(s) of your volunteer program along with its organization, goals and objectives. You may want to discuss the financial and legal responsibilities of your school district to its volunteers, as well as state, district, and institutional policies that will concern them. Spend some time going over the roles and rights of volunteers, and the responsibilities of volunteers and paid staff toward each other and the program. This is a good time to briefly review volunteer training requirements and opportunities. Explain routine procedures such as signing in and out and recording student attendance. Advise volunteers about the location of parking areas, restrooms, smoking areas, etc. Give them a name and phone number to contact if they must be absent. Let them know that they are an important and valued part of a larger whole. You may wish to provide physical orientation to the facility (if orientation is being held where volunteers will subsequently be assigned) along with facility fire and safety procedures.

Create a relaxed and friendly atmosphere for your orientation training. It is important to help your volunteers feel comfortable. Allow time at the beginning and end of the session for participants to get acquainted. But plan this time in, and indicate it on an agenda. BEGIN AND END orientation and training sessons ON TIME, AS SCHEDULED. The best means of getting your volunteers to take a professional approach to their volunteer work is to exemplify professional behavior yourself. Don't waste your volunteers' time, or you may find they've gone elsewhere.

If your budget allows it, provide refreshments. If the session will last more than an hour and a half, provide a brief coffee break. But again, stay on schedule.

Prepare handouts for the topics you'll be covering. If the information will be consistent throughout the year, you might put together a "Handbook for Volunteers" to be distributed at the orientation. If you choose to do this, be sure to go through it and discuss important portions during the orientation session. It is unwise to simply hand out any printed material and assume that it will be read. If it's important, walk your audience through it.

We prefer the practice of providing volunteers with a three-ring folder with pockets, three or four sheets of lined paper and a pencil. Each person can then make notes and compile his/her own "Handbook" from the notes and handouts. The major advantage of this approach is that it encourages a livelier, more interesting manner of presentation than leafing through a prepared handbook. You will more easily keep the attention of your audience while your are speaking if they aren't looking at notebooks all the while.

A slide-tape presentation or film showing volunteers in a variety of assignments can add a lot to an orientation or training session. A low-budget possibility might be to prepare a slide presentation to be narrated by the volunteer coordinator, another staff person, or an articulate, active volunteer. Besides being low-cost, slide shows have the advantage of being easily expanded, updated, or otherwise modified. Don't overlook the possibility of getting volunteers to develop this type of presentation.

Actively involved volunteers are excellent motivators. Their volunteer-on-the-job point-of-view will be of interest to new volunteers. Recruit their assistance, if possible, in planning and conducting your ongoing orientations and trainings.

Pre-Service Training

Pre-service training will be required to the extent that those who have volunteered do not already possess the skills and knowledge necessary to perform their duties. You can train your volunteers individually or in groups.

An individual approach offers more flexibility and is useful when attempting to meet selected specific needs for a limited number of volunteers. However, it requires as much staff time to train one or two persons as it does fifteen. Furthermore, the individual approach denies new volunteers the opportunity to interact with each other and is not as useful in helping volunteers feel fully a part of things.

A group approach, on the other hand, can create an atmosphere of working together. This is particularly true if the staff uses a team training approach. When staff members exemplify professional and mutually supportive attitudes and behavior before volunteers, it establishes a positive image for eager trainees to emulate. Given ideal circumstances, i.e. available staff, staff time, and money, we highly favor the team training approach, particularly if the training will run longer than two or three hours or be offered in multiple sessions. In addition to the benefits just mentioned, team training offers an opportunity to present a variety of styles and points of view.

The best approach and method for you to use (i.e. individual or group training, single presenter training or team training) will depend upon such factors as the number of volunteers, the similarity of their needs, training objectives, the resources you have available to provide training, and the complexity of the skills to be acquired. You may find it useful to use different approaches at different times. We are confident that you, as adult educators, understand the need for flexibility. Nevertheless, we would caution you again: whether your trainings will be group or individual, or a combination of the two, as much as possible, schedule them in advance. (For an example of one program's scheduling, please refer to the Recruitment Training and Management Plan Chart in Chapter V, Appendix A, page V-1A.) For example, you might pre-schedule

group trainings once a month, and also a day for individual trainings (if you perceive a likely need) twice a month. Then, if there is an urgent need that cannot wait two weeks (most can) you can arrange to accomodate that specific need outside the pre-established training schedule without destroying the rest of your schedule.

A note in passing: Some programs find that it works quite well to combine orientation and training, especially if multiple sessions will be required anyway. The major advantage is, once again, that it allows for greater variety in the presentations. The presenter(s) can sprinkle important but less interesting orientation information in among higher-interest training activities, and thus accomplish both objectives while holding participants' attention.

TRAINING CONTENT

To determine what your training content will be, ask yourself some questions. What do you want to accomplish? What do you want the volunteers to know? Who are your volunteers; what applicable knowledge and experience do they bring with them? What new or improved knowledge, understanding or skills will be required of them? How many volunteers are you planning this training for (i.e. is it for an individual, small group, large group?) What training methods can you employ that will involve the volunteer trainees as active participants and give them "hands-on" experience? What will be the content and sequencing of the training sessions? What instructional materials and aids will best help you achieve your training objectives? Of these, what do you have on hand, and what must be prepared? Are there any records or reports you will need? Who will do the training? (We take this opportunity to once again urge that you seriously consider a team approach.) Will the trainer(s) need training, and if so, what kind? Who will take care of that?

Besides these questions and others you may think of, there are other considerations. The timing of the trainings is important. They should be scheduled to provide a steady stupply of volunteers to meet the perceived

need during your school year. Other time considerations are: When are the volunteer trainees available? Are most of them working people? If so, evenings and/or weekends are indicated. Are a large number retired or unemployed? Consider daytime trainings. If the training will require multiple sessions, how frequently will you meet, over what period, and what will be the length of each session?

Each program's circumstances will vary. However, as much as is possible, you will find it advantageous to approximate the daily and weekly time demands which will be required of volunteers once they are assigned. For example, the Phoenix Union V-FORSS Program required volunteers to commit to two, two and a half hour training sessons each week (exclusive of transportation time) on non-consecutive nights, for two weeks. The majority, but not all, of the volunteers were working people and would be volunteering evenings. To simulate the time requirements of the position for which they were training as closely as possible, trainings were held on either Tuesday and Thursday or Monday and Wednesday nights for the two-week period, with a final fifth session on a Saturday morning. Each evening session included a scheduled mid-session coffee break.) The final Saturday morning session was three hours. At this session, coffee, tea, juice, and rolls or muffins were provided.

This pre-service orientation/training format proved to be a good one for that program. The thirteen hours accurately represented the actual time needed to give adequate orientation and training, including time for discussion and time for volunteers to practice and demonstrate the use of new skills. The two and a half hour limit approached, but stopped short of the participants' saturation point. There was much new information to be absorbed. The sequencing allowed time between sessions for participants to reflect upon and internalize the material. It also provided time to read handouts or prepare assignments for the next session, and to formulate questions about anything that was not clear. This particular time scheduling also served as yet another screening device. Program staff realized that volunteers who wouldn't stick thorugh five sesisons which met for approximately the same length of time and at the same

intervals they would be expected to volunteer, were not likely to stick out their long-term commitment. It is much better to lose volunteers at this point than after they have been assigned and you are depending on them.

You may lose one or two volunteers in the course of your training, even if you have interviewed and screened properly beforehand. So be it. Try to find out why the person dropped out, but don't lose any sleep over it. Usually it is due to personal reasons. Expect it and accept it as normal. Many programs will sign up two or three more persons than the ideal training group limit in anticipation of this possibility. However, if you consistently have large numbers of drop-outs, or if your training evaluations indicate large-scale dissatisfaction with the trainings, you'd better take a close look and re-evaluate what you're doing and how you're doing it.

Another important consideration is where to hold the training. Where will the volunteers be coming from? If the place of training is different from the subsequent place(s) of assignment, aim for a training site as centrally located as possible for the majority of the participants. You'll also need to consider the availability of any special facilities, equipment or services you may require to conduct the training you've planned.

When training volunteers for adult education, particularly those who will be working with students, we suggest that the following topics be included in pre-service training:

- An overview of the program and of the specific area for which the volunteer is being trained.
- An orientation to the adult learner; who s/he is and how her/his learning may differ from younger learners.
- A discussion of clearly stated program objectives to be met through volunteer assistance.
- Demonstrations and practice of specific activities to be carried out by volunteers in meeting those objectives.

- An introduction to materials volunteers will use; a chance to practice using same.
- Suggestions for games and ideas volunteers can use to enhance adult learning.
- Clarification of the volunteer's role in relation to professional staff.
- Clarification of the staff member's role in relation to the volunteers
- Adequate time for discussion.

The type of pre-service training described here is intended for volunteers who will be providing regular and continuing services to the program. Obviously, less training, and perhaps none at all, will be needed by persons who volunteer on an occassional or one-time basis (such as a guest lecturer.) However, we repeat, ALL volunteers should receive an orientation to the program, even if the orientation is provided over the phone or sent by mail.

Your final order of business, before training, is to devise a brief training evaluation tool which will provide you with information about the way training participants view your training content and methods of presenting it. Did they find the training informative, useful, interesting? Do they feel prepared for the task(s) before them? Or did they find it boring, repetitious, and not particularly helpful, and as a result, feel ill-prepared? Find out. Use the information to revise and improve what you're doing. You won't please all of the people all of the time, and there will be some information you will feel you must expose volunteer trainees to whether they find it interesting or not. Perhaps there is a more interesting or a briefer way of presenting it. It's important to keep an open mind. Don't waste energy being defensive. Volunteer-trainee evaluation responses can help you build a solid professional-quality training program that effectively presents what volunteers need to know, in an enjoyable manner.

A Training Objectives Outline and sample Training Agendas from the Phoenix V-FORSS Program and from Volunteers in Adult Education (PUHSD), follow in the Appendices at the end of this chapter, along with several

samples of miscellaneous training materials and participants' evaluation forms. You may find them helpful in guiding your thinking as you prepare your own training program.

APPENDIX VI

Sample Orientation and Training Materials

SECTION VI-A

LINK/V-FORSS Training Objectives

TRAINING OBJECTIVES

I. To provide program orientation:

A. Describe the services the program provides and for whom.

B. How the program fits into a larger network of community, state, or national service.

C. Funding - federal, state, local.

II. Establish mutual expectations of the volunteers and the program:

A. Elicit individual biographical information from the volunteers, including their motivations and expectations.

B. Provide volunteers with detailed information of program needs and expectations:

Position description*
Oral elaboration

C. Provide volunteers with detailed information about the support they will receive:

Role of the ESL Support Specialist*
Oral elaboration

III. Provide orientation and develop sensitivity to the various refugee groups cultures, learning styles, and backgrounds:

A. Printed cultural background and learning information from Voluntary Ressettlement Agencies. (Lutheran Immigration & Refugee Service, United States Catholic Conference, World Relief Refugee Service, and Tolstoy Foundation) and the Center for Applied Linguistics.

B. Refugee speaker sharing personal background and experiences.

C. Printed American/Refugee Cultural Comparisons*

*indicates handouts

D. Oral explanation of the role of the Voluntary Resettlement Agencies in the Refugee Resettlement process.

- Map of refugee camps*
- Films of camp life, "The Restless Wave" (available through LIRS OR)
- Slide show presentation of camps and arrival in U.S. (available from U.S. Department of Labor.)
- Oral elaboration on all of above

IV. Language Learning Experience to develop sensitivity to the language being learned, language differences and the difficulties their students will have learning English.

A. Accomplished through a role reversal - Volunteers receive a lesson in learning a refugee language. A total immersion experience. No English is spoken.

V. Provide volunteers with more and specific information about what to expect in a home outreach teaching situation.

A. Building up confidence -

1. Perspective on the experience of home tutoring shared by a volunteer who has been in the field three months or more.

2. Slide presentation of trained volunteers in successful home outreach situations. (Staff developed)

B. Oral and printed information from staff about what to expect and how to deal with it.

1. The adult learner - how he differs from the child learner. How to treat those differences.*

2. Environmental interference with learning.*

3. Psychological interference with learning.*

4. Share "Student Agreement" with volunteers which outlines the student's responsibilities in the class.*

VI. Provide a teaching demonstration - staff role plays teacher and students before the group.

A. Demonstrate what to emphasize:

1. Oral English over written.

2. Natural, ADULT English over too formal or childish English.

3. Sequencing.

4. Correction of speaking patterns and pronunciation.

B. Prior to beginning the demonstration, provide a written observation guide* to aid volunteer awareness of the points we wish to emphasize.

C. Following the demonstration, elicit and discuss volunteers' observations of the demonstration lesson.

VII. Provide orientation to instructional materials:

A. Materials available through the program:

1. Basic texts.

2. Supplemental materials.

a. Bibliography

B. Step-by-Step orientation to the lay-out of the basic text and how to plan lessons around the text. ("Hands-on Lesson Planning"*)

C. Demonstrations of how to carry out each different teaching activity used throughout the books, e.g. dialogues, pronunciation, reading and writing exercises, etc.

D. How to use the staff developed "Expansion Activities" to round out and make a more interesting lesson.

E. Suggestions and demonstrations on the use of visuals in teaching.

VIII. Survival English - What is it?

A. Practical language for daily life situations.

B. Re-emphasize oral language before written.

C. Role reversal "Survival"*.

D. Orientation to the "Survival Skills Checklist"*.

1. How to use it as a guide in planning lessons and in keeping a record of survival skills and language learned.

E. Distribute written tutoring guides:

"The Early Days"* LIRS
"Hints For Tutors"* CAL
"English Lessons for Refugee Adults--a Guide"* CAL

IX. Provide assistance in planning a real lesson.

A. Break group into pairs, each pair assigned a subject to teach.

B. Assign each pair the task of listing items they will need to teach to accomplish full instruction of the subject assigned. This activity preceded the use of the text in planning the lessons.

C. Staff and Volunteers discuss these lists.

D. Volunteers are assigned corresponding lessons from the basic text (Delta).

E. Volunteers compare their lists with items covered under that subject in the text and select what they will teach.

F. Volunteers begin to write a sequenced lesson plan - decide which material they will use and how they will present the material. Each pair will discuss what props or visual aids will be useful in presenting the lesson.

G. Assign EACH INDIVIDUAL the task of completing their lesson plans at home in preparation for their practice teaching.

X. Volunteer Practice Teaching.

A. Volunteer executes his/her own lesson plan (staff members role-play as the students) for other volunteers (10-15 minutes).

B. The volunteers who observed share their observations following each practice demonstration.

C. Staff offers additional comments.

D. Volunteer teacher is encouraged to express his/her feelings about the experience.

XI. Provide volunteers with all necessary program forms to be completed:

A. Volunteer "Position Description/Contract." *Get signature

B. "Insurance Agreement and Assurance." *Get signature

C. Daily Attendance Record Form

1. Instruction on how to fill it out.

2. Provide examples of completed forms.*

D. "Survival Skills Checklist."

1. Review of how to fill it out.

2. Provide examples of completed forms.*

E. "Human Interest Story."*

1. Provide examples of the sort of stories we'd like to see.

XII. Collect "Training Evaluation Forms" filled out by the volunteers.

XIII. Make class assignments.

A. Pre-arranged by staff during the two week training preiod.

B. Arranged according to tutor and student time schedules and geographic location. The program attempts to place volunteers with students who live within five miles of their home or work place.

BEGIN!

XIV. An ESL Support Specialist accompanies the volunteer to the first home-outreach class, makes introductions, and teaches the first class.

A. The volunteer is given a list with the year's "Rap Session" continued training dates.

B. The "Role of the ESL Support Specialist"* is reviewed with the volunteer.

C. The volunteer is encouraged to call on staff <u>whenever</u> s/he feels the need.

SECTION VI-B

V-FORSS Sample Training Agendas for Five-part Training
(and Evaluation Form)

SAMPLE TRAINING AGENDA FROM FIVE-SESSION TRAINING

V-FORSS/PUSHD/ABE/1981
October 20, 1981
Session I

AGENDA

I.	WELCOME TO V-FORSS (25 minutes) (Get acquainted activities)	DAVID WHITEHORN
II.	ORIENTATION TO V-FORSS (10 minutes)	DAVID WHITEHORN
III.	ROLES OF VOLUNTEERS AND V-FORSS STAFF (10 minutes)	NANCY JAMIESON
IV.	REFUGEE ROOTS AND ROUTES (20 minutes)	TERRY TRYON
V.	THE RESTLESS WAVE (25 minutes)	FILM

** B R E A K ** (15 minutes)

VI.	LET'S LEARN VIETNAMESE (20 minutes)	LAN WHEELER
VII.	CULTURAL DIFFERENCES (20 minutes)	LAN WHEELER

Please note that the time allowed for each activity is approximate and includes time for group discussion following the presentations.

SAMPLE TRAINING AGENDA FROM FIVE-SESSION TRAINING

V-FORSS/PUSHD/ABE/1981
October 22, 1981
Session II

AGENDA

PERSPECTIVES FROM A VOLUNTEER (20 minutes)	GEORGIA NICKELE
WHAT TO EXPECT IN A HOME OUTREACH CLASS (20 minutes)	NANCY JAMIESON
A DEMONSTRATION LESSON (20 minutes)	LORRAINE SHUCK
OBSERVATION AND DISCUSSION OF LESSON (15 minutes)	GROUP

** B R E A K ** (15 MINUTES)

INTRODUCTION TO DELTA MATERIALS (25 minutes)	TERRY TRYON
HANDS-ON LESSON PLANNING (35 minutes)	TERRY TRYON AND GROUP

SAMPLE TRAINING AGENDA FROM FIVE-SESSION TRAINING

V-FORSS/PUSHD/ABE/1981
October 27, 1981
Session III

AGENDA

HANDS-ON LESSON PLANNING (25 minutes)	TERRY TRYON
SURVIVAL ENGLISH--WHAT IS IT? (15 minutes)	NANCY JAMIESON
CLASS ACTIVITIES	
CHAIN DRILL (8 minutes)	NANCY JAMIESON
REPETITION DRILL (8 minutes)	DAVID WHITEHORN
IDENTIFICATION DRILL (8 minutes)	TERRY TRYON
RESPONSE DRILL (8 minutes)	NANCY JAMIESON
SUBSTUTION DRILL (8 minutes)	TERRY TRYON

** B R E A K ** (15 minutes)

THE USE OF GESTURES IN TEACHING (15 minutes)	TERRY TRYON
THE ADULT LEARNER (15 minutes)	DAVID WHITEHORN
THE ILLITERATE AND LITERATE LEANER (15 minutes)	DAVID WHITEHORN

Assignment for Session IV: Select and bring pictures from magazines that you feel would be good to elicit language from your students. Be prepared to demonstrate how you will use them.

SAMPLE TRAINING AGENDA FROM
FIVE-SESSION TRAINING

V-FORSS/PUSHD/ABE/1981
October 29, 1981
Session IV

AGENDA

HOW TO USE VISUALS IN TEACHING ESOL (20 MINUTES)	TERRY TRYON
CREATIVE DIALOGUES (20 MINUTES)	DAVID WHITEHORN
READING AND WRITING (20 MINUTES)	NANCY JAMIESON
EXPANSION ACTIVITIES (20 MINUTES)	TERRY TRYON

** B R E A K ** (10 MINUTES)

LANGUAGE DIFFERENCES (20 MINUTES)	DAVID WHITEHORN
PRONUNCIATION (20 MINUTES)	TERRY TRYON
LET'S PLAN A LESSON! (20 MINUTES)	NANCY JAMIESON

Assignment for Session V: Plan a lesson and be prepared to teach from it in front of some of the group for eight minutes.

SAMPLE TRAINING AGENDA FROM FIVE-SESSION TRAINING

V-FORSS/PUSHD/ABE/1981
October 31, 1981
Session V

AGENDA

THREE, TWO, ONE, LIFTOFF!	
LET'S TEACH!! (1 hour, 45 minutes)	GROUP
FORMS, FORMS, AND MORE FORMS (25 minutes)	DAVID WHITEHORN
EVALUATIONS (10 minutes)	DAVID WHITEHORN
CLASS ASSIGNMENTS (20 minutes)	NANCY JAMIESON TERRY TRYON

PARTICIPANT EVALUATION

Evaluate the following aspects of the training sessions using these criteria:

Clarity: Were the presenters clear in their presnetations?

Informations: Did you acquire a general understanding of the material presented and ways of using the material?

Responsiveness: Were all of your questions answered?

ORIENTATION TO INDOCHINESE CULTURE

clarity _____ **information** _____ **responsiveness** _____

WHAT TO EXPECT IN A HOME OUTREACH CLASS

clarity _____ **information** _____ **responsiveness** _____

TEACHING E.S.L. FOR SELF-SUFFICIENCY

clarity _____ **information** _____ **responsiveness** _____

PRONUNCIATION/LANGUAGE DIFFERENCES

clarity _____ **information** _____ **responsiveness** _____

VISUALS AND OTHER AIDS

clarity _____ **information** _____ **responsiveness** _____

DELTA SYSTEMS E.S.L. MATERIALS

clarity _____ **information** _____ **responsiveness** _____

LESSON PLANNING

clarity _____ **information** _____ **responsiveness** _____

Do you feel prepared to begin your tutoring experience? _____

_____

_____

_____

What suggestions do you have to help us plan a more effective orientation in the future? _____

_____

_____

_____

_____

Comments: _____

_____

_____

SECTION VI-C

LINK/V-FORSS Sample Training Agendas for Two-Part Weekend Training
(and Evaluation Form)

SAMPLE TRAINING AGENDA FROM WEEKEND TRAINING

PUSHD/ABE/Indochinese LINK Program 79/80
Saturday February 9, 1980

AGENDA

Volunteer Tutor Training

10:00 a.m. - 12:00 noon

THE ROLE OF THE VOLUNTEER TUTOR

ADULTS ARE NOT BIG KIDS!

"SURVIVAL" ENGLISH:

What it is.
Why we teach it.

HOW TO USE 309 TEACHING MATERIALS:

Demonstrations and
Practice

1:00 p.m - 5:00 p.m.

"SURVIVAL" ENGLISH: METHODS AND MATERIALS

Demonstrations and Practice
More "309"
Cuisenaire and
the "Silent Way"
Pronunciation
Magazines

AGENDA

Volunteer Tutor Training

1:00 p.m. - 4:00 p.m.

IN-HOME TUTORING: WHAT TO EXPECT

Slide Presentation of LINK home outreach classes

QUESTIONS AND ANSWERS

HOW TO DEVELOP USEFUL DIALOGUES WITH YOUR STUDENTS

SURVIVAL SKILLS CHECKLIST - DEVELOPING USEFUL LESSONS

READING AND WRITING EXERCISES THROUGH THE "EXPERIENCE STORY"

TEACH YOUR STUDENTS HOW TO CONTROL THE CONVERSATION

Phoenix Union High School District
Adult Basic Education Division
February 9 & 10, 1980

Indochinese LINK Program 79/80

VOLUNTEER TUTOR TRAINING

PARTICIPANT EVALUATION

For each subject presented please answer the following questions with YES, NO, OR UNDECIDED.

	309 Materials	Cuisenaire Rods & the "Silent Way"	Pronunciation	Using Visuals	Dialogue Reading & Writing
1. Were the presenters clear in their presentations?					
2 Did you acquire a general understanding of the materials presented and ways of using that material?					
3. Were all of your questions answered?					

4. Do you feel prepared to begin your tutoring experience?

5. What suggestions do you have to help us plan a more effective initial training series in the future? Please be candid.

VI-3C

SECTION VI-D

Sample Orientation/Training Agendas for Three-Session Training For Volunteers in Adult Education (VAE)

AGENDA

I. Orientation to the Adult Education Division of Phoenix Union High School District

II. Why people drop out

III. How to build a feeling of success and confidence

AGENDA

I. What/who is an Adult Education Teacher.

II. Reading, the key to it all.

Tests and texts used.

III. Registering ABE students.

IV. Discussion.

AGENDA

I. Discussion of handout from last session,
"Prescribing an Individualized Program for Adults"

II. Building rapport with your students

III. Confidentiality

IV. Record keeping

SECTION VI-E

Sample Orientation/Training Materials and Handouts

FEDERAL FUNDING SOURCE: Office of Regugee Resettlement,
U.S. Department of Health & Human Services

STATE ADMINISTRATION: Arizona Office of Refugee Resettlement
Department of Economic Security

LOCAL ADMINISTRATION: Phoenix Union High School District
Federal Programs Unit
Adult Basic Education Division

STAFF:

Jill Borden	Coordinator/Trainer
David Whitehorn	Trainer/ESL Specialist
Deborah Hodge	Trainer/ESL Specialist
Phillip Gibbs	Trainer/ESL Specialist
Lan Wheeler	Program Specialist
Socorro Vasquez	Program Secretary

and

147 Volunteer Tutors of ESL

V-FORSS VOLUNTEER

POSITION RESPONSIBILITIES

1. Attend training and learn to use teaching materials.

2. Tutor Refugee Adults in their homes.

3. Be reliable and on time.

4. Carry out your own lesson plan.

5. Keep attendance records.

6. Keep V-FORSS staff informed of refugee needs (when appropriate).

7. Attend monthly training and problem solving "Rap Sessions".

GENERAL GUIDELINES

1. Approach to all second language teaching should be primarily oral. This requires enthusiasm and energy.

2. Active methods of teaching should be used as much as possible. Tutors participate in every phase of the lesson, --- using pictures, pointing at objects, going through motions, asking questions, correcting faulty pronunciations, etc.

3. Vocabulary should be of practical value. Pronunciation and grammar should be introduced in a simple and progressive manner. Sufficient oral practice and repetition of each new patter should take place before moving on to new material. The time needed for practice varies with each student.

4. Teaching of a language should be regarded as imparting a skill rather than as providing information about the forms of language. Like learning to type, it requires constant practice and drill. Your student will learn to speak only by speaking.

SKILLS IN LANGUAGE USAGE

1.	HEARING	(from you as a "model")
2.	SPEAKING	(repeating what s/he hears)
3.	COMPREHENDING	(understanding what is heard)
4.	CONVERSING	(using freely and correctly sentence patters he has learned)
5.	READING	(what s/he understands)
6.	WRITING	(what s/he knows how to read)

SOMETHING TO THINK ABOUT -----

-- Language equals a system of organized sounds.

-- Learning a language means learning the above skills.

-- Learning these skills equals hours of practice and perseverence.

-- Intonation, pitch, and word order affect the meaning of language in each of the skills. WATCH HOW YOU SAY IT.

L E A R N I N G A L A N G U A G E

A COMPLEX SYSTEM

DIFFICULTIES:
- Translation
- Grammar Rules

VOCABULARY:
- * Function Words - Glue
- * Relative to ENVIRONMENT, NEEDS, and EXPERIENCES
- * One Topic
- * ALWAYS within a structure
- * Dramatize - Diverse Repetition

CLASSROOM ACTIVITIES

1. Listening Comprehension - This activity allows the student to hear the language in a relaxed setting without fear of having to speak. The teacher speaks at a normal speed and tone and uses visual aids or realia to establish meaning.

2. Dialogue/Practice - This activity enables the student to hear the language within a real situation. Visuals, realia and the context of the situation help to establish meaning. Students are encouraged to participate orally. The teacher assists the students in producing parts of the dialogue related to a particular situation. The goal is for the students to be able to say the entire dialogue with minimum assistance from the teacher. (DIALOGUES SHOULD NEVER BE TAUGHT OUT OF CONTEXT OF A REAL SITUATION AND LANGUAGE SHOULD ALWAYS BE NATURAL)

3. Extension/Mini-Dialogues - This activity gives the student further practice with language related to a particular situation. Once one dialogue is mastered, the teacher introduces short related dialogues. The students are encouraged to participate orally.

OBSTACLES TO LEARNING

PHYSICAL

- Room Arrangements
- Poor Lighting
- Too Hot, Too Cold
- Children
- Television, Radio
- Visitors
- Personal Errands
- SCHEDULE CONFLICTS

PSYCHOLOGICAL

- PAST EXPERIENCES
- PERIOD OF INITIAL RESETTLEMENT:
  - Medical needs
  - Food
  - Shelter
  - Job
  - Kids in school
- A YEAR LATER
  - Initial "Crisis" Past: Remembering the Past

DELAYED GRIEVING

- Normally about a 2 year process
- May be distorted due to the delay of time
- GRIEF for family members lost or left behind
- GRIEF for lost Cultural Heritage and Ancestral roots

GUILT

- For family lost or left behind
- Events during escape
- For enjoying their new life

ANGER

- Why me?
- Loss of life, culture
- Loss of children to a foreign way of life

ANXIETY

- About the future
- Children

DEPRESSION

- Internalized GUILT, ANGER & ANXIETY
- Feeling loos of control over events of own life
- Can't see satisfactory alternatives

POINTS TO REMEMBER

1. Use simple adult, correct English. (But not too correct.)

2. Keep to the point. Limit your subject.

3. Let students have plenty of time: to think and to TALK.

SURVIVAL

You and your V-FORSS colleagues have been touring the People's Republic of China. While in Peking the news is suddenly announced to the world that Russia has just bombed the U.S.A. and has taken over the government. A return to the U.S.A. is impossible. All flights to the U.S.A have been cancelled. You have 200 defunct American dollars in your pocket and your future rests only in China. What Chinese do you need (or want) to learn first?

HANDS-ON LESSON PLANNING

1. What do you want the students to be able to do?

2. What activities will you do to elicit English from your students?

3. What visuals do you need?

4. What other materials will be helpful?

5. How can you apply this to the students' real survival needs?

A N A T O M Y O F A L E S S O N

LISTENING COMPREHENSION

DIALOGUE

PATTERN PRACTICE

EXTENSION

READING

WRITING

CONTROLLED CONVERSATION

PRONUNCIATION

EVALUATION FORMS

A GENERAL LESSON PLAN

*1) Review (Evaluation)

*2) Present new material (Listening Comprehension)

*3) Practice (Dialogues, Practice, Extension, Mini-Dialogues)

*4) Read (Reading)

*5) Write (Writing)

- Generally, the order of activities listed above is repeated two times per lesson.

- At the beginning of the second section is a page to help the student with pronunciation.

- Allow approximately two hours or more to present a lesson.

*These activities should usually be conducted with the books closed.

HOW TO EFFECTIVELY USE YOUR MATERIALS

1. Review the objectives of the lesson found on the lesson's first page.

2. Look at the visuals that are suggested by the book.

3. Study the teaching activities that are used in the book.

4. Read the suggestions that are given in the Expansion Activities.

5. Think about your students, their interests, abilities and their needs.

6. Decide what you want to present. Consider:

   a) Is the material covered useful to your student? If not, try to create a more useful lesson.

9. Decide on how you would like to close the lesson.

10. Relax and have fun. Use the materials as a guide - not as chains.

THE ILLITERATE STUDENT

LEARNS QUITE EFFECTIVELY:

1. Through observation

2. Through hands-on experience

3. Through experimentation and discovery

- What should the illiterate student be taught?

- What advantages does he have?

- What disadvantages does he have?

D I A L O G U E S

1. Place words and phrases within a context or a situation.
2. Give the student the opportunity to practice intonation.
3. Provide the students with cultural insights.

HOW WILL BY STUDENT'S LITERACY INFLUENCE MY TEACHING?

We Should Remember...

1. It's not necessary to know how to read and write in order to learn.
2. Reading and writing may facilitate learning, but if abused, they impede that very process.

We Should Also Remember...

DO NOT spend more than one half hour on reading and writing per two hour session.

DO NOT teach reading and writing one-half hour straight.

SELECT and prioritize the items the student will need to read, and write.

COMPROMISE what the student needs to learn with what the student wants to learn.

ADULTS NEED ADULT LANGUAGE

Developing Dialogues for Real Life

Extension/expansion of Lesson 11 - body aches and pains and calling the doctor

Expand the dialogues - write your own to supplement

These should be STUDENT GENERATED

SITUATION ONE: Calling the doctor for a sick child.

Identify self.
Who is sick.
What's the matter.
Make appointment.
*Role play after writing.

SITUATION TWO: Calling the school to report an absence and give the reason.

Identify self - whose parent?
Who is sick.
What's the matter.
*Role play after writing.

SITUATION THREE: At the drug store. Need prescription filled and also some over the counter medicine. (aspirin and sudafed).

Writing name and address
Reading directions and/or understanding oral instructions.

SITE READING: Dr. Morrison, Pharmacy, Aspirin, Sudafed

U S I N G V I S U A L A I D S

1. Teacher models word/sentence.

   Student listens.

2. Teacher says word/sentence.

   Student repeats.

3. Teacher shows V.A. only.

   Student says word/sentence.

4. Student produces word/sentence is <u>real life</u> situation.

TEACHING READING AND WRITING

1. Teacher reads.

   Student listens.

2. Student re-reads silently.

3. Teacher asks "Yes/No" questions.

   Student answers.

4. Teacher asks "Wh" questions.

   Student answers.

5. Teacher asks questions from book.

   Student answers.

6. Teacher asks student to re-read the story and write the answers in the book.

THE EXPERIENCE STORY

Write the student's story (4 - 10 sentences) in correct but simple English.

Afterward, READ ALOUD to the student as he/she follows along.

Identify possible problem words. Have the student practice them for pronunciation and meaning.

Read sentence by sentence - Student may repeat (once or twice as indicated).

Student reads alone.

Student may write.

Review the story (have the student read) at the next lesson.

AGENDA

I. Orientation to the Adult Education Division of Phoenix Union High School District

II. Why people drop out

III. How to build a feeling of success and confidence

AGENDA

I. What/who is an Adult Education Teacher.

II. Reading, the key to it all.

Tests and texts used.

III. Registering ABE students.

IV. Discussion.

AGENDA

I. Discussion of handout from last session,
"Prescribing an Individualized Program for Adults"

II. Building rapport with your students

III. Confidentiality

IV. Record keeping

RULES CONCERNING GED PREPARATION FOR INSTRUCTORS AND STUDENTS IN THE PHOENIX UNION HIGH SCHOOL SYSTEM BY AN EXPERIENCED INSTRUCTOR
(experimental edition)

1. The first rule is that none of these rules is an absolute rule.

2. The second rule is that if you can read and understand these rules you are at least close to being able to pass the reading sections of the GED test.

3. All five parts of the GED test are reading tests. Even "THE WRITING SKILLS TEST" and "THE MATHEMATICS TEST" are reading tests.

4. Most GED instructors and students spend too much time and effort (and worry) on mathematics, especially algebra; on English, especially punctuation and spelling; on literature, especially poetic figures of speech.

5. Spend your time and effort building reading skills.

6. The best commercially prepared materials available right now are the Contemporary materials.

7. The Contemporary materials are (like this material) not perfect.

8. If a student can answer Contemporary materials quesitons at a two out of three correct answer rate, that student can pass that section of the GED with a standard score of at least 45.

9. You no longer have to fear "THE MATHEMATICS TEST." If you want to fear something fear "THE WRITING SKILLS TEST." Actually there is nothing to fear.

10. When preparing for the GED, it is wise to have training in answering multiple choice questions because the GED tests are multiple choice tests.

11. When answering training questions don't record the number the student gets wrong. Do record the number the students gets right.

12. STUDENTS ONLY: When you take a GED test be prepared to take a hard-looking test. Remember, however, that the test is only half as hard as it looks because half right (50%) gets you a standard score of 45.

13. A standard score of 45 means that you did better on that test than 45% of the high school graduates who set the standard by taking the test in 1977.

14. A standard score of 50 (or more) puts you into the upper half of your graduating class. CONGRATULATIONS!

An Explanation of

Adult Education Placement and Orientation

Upon registration, each ABE or GED student is given a reading and math placement test. ESL students are given an oral language assessment and sometimes a written one as well. Their test scores serve as gross indicators for separation into classes and the scores are recorded in the students' records as a point of reference for a later progress check. The teachers use these scores as a guide to outline each student's academic program. ABE and GED students have individualized programs of study. ESL students study as a class. There are classes for beginning, intermediate, and advanced English language learners.

The teachers have an informal orientation with each student to discuss the student's time limitations, his/her goals, his/her starting program, and other needs relative to his/her academic goals.

One very important part of the orientation is to make the student independent to check his/her own answers and follow the prescribed outline and, at the same time, still feel free to approach the teacher with questions or requests for assistance. This initial teacher-student relationship often developes an identity with a certian teacher that a volunteer may interpret as rejection when s/he first begins; however, this is seldom a problem after a volunteer has become acquainted with the students.

The Role of a Volunteer in Teaching Adults

The role of a volunteer is to work with the teachers in meeting the educational needs of individual students. Time is important with adults. Usually the student is anxious to use his/her time efficiently. This creates demands on teachers that make it nearly impossible for a teacher to spend adequate time with the students who need one-to-one tutoring. Here is where your presence is so valuable. You may be asked to help a student who is having trouble keeping up on a one-to-one basis. You may be asked to do necessary paperwork. You may be asked to teach the class while the Site Manager registers and tests some new students or helps another student with a special problem.

Each volunteer comes into the program for different reasons. It is the desire of the staff to help volunteers have a good experience. Here are some things it would be helpful for everyone to understand.

Open-ended enrollment and unspecified hours of attendance make it difficult to anticipate hourly student load. Therefore, flexibility is the key to happy volunteering with this program. If you are on duty during peak attendance, you may feel you are being neglected by the staff; if you are on duty when there is a small attendance, you may feel you are not making a significant contribution. Understand that at all times <u>any</u> contribution you make, from straightening the chairs to planning and carrying out a teaching assignment, is helpful. Your seeing things to be done and being willing to do the little things as well as the big ones is a helpfull attitude to assume, and will gain the appreciation of all the staff. You need not fear that the Site Manager will be offended if you do things without being given specific directions for each task.

Suggestions for Working Effectively at Your Assigned Location

While the staff must assume primary responsibility for the direction of volunteers, volunteers are viewed as both resourceful and capable people. If at first you don't seem to find much to do, don't be discouraged. It takes a while to discover where and how you best fit in.

Remember that your most important duty as a volunteer is to show a sincere interest in your students. Observe what each one is doing; ask if there is anything they do not understand or have questions about. Help them if you can. If you do not know how to help, refer students to another volunteer or teacher.

If you are not busy with a student, use the time to familiarize yourself with the educational materials the students use. Review the registration and testing procedures so that you will be better acquainted with the program and better able to help do both when there is a need.

If you are not sure what to do next, ask the teacher what you can do or, better yet, offer to do whatever you observe needs doing.

The staff person you work with will assume responsibility for giving you opportunities to expand your experiences with the students and the materials as you become knowledgeable about the academic program, the counseling needs of the students, clerical responsibilities of the staff, etc.

Don't forget to SIGN IN and also to fill out the WEEKLY ATTENDANCE CARD for the Volunteer Coordinator.

Volunteering: A Commitment

Welcome to the Adult Basic Education Program. We are certain you will find your tutoring experience a rewarding one. In order that both you and the students you work with gain the maximum from your time together, please consider:

The students to whom you will be assigned are non-compulsory. They have sought our help because they want and need to learn basic skills or English in order to become more self-reliant and function as full, participating members of this community. Your conscientious preparation for the class time you will spend together, and your reliability at the times you have volunteered to tutor are important. Your students' progress depends in great part on your preparedness and regularity. Please, be considerate. If, due to unforeseen circumstances, you cannot make it at the scheduled time, give as much advance notice as possible.

The Adult Basic Education teaching staff and the Volunteer Coordinator are standing by to assist you in whatever ways we can. Best wishes for an exciting and rewarding teaching experience.

A TEACHER'S SELF-APPRAISAL CHECKLIST SOURCE UNKNOWN

Do I know the students?

Do I create an atmosphere that "We are going to learn something worthwhile in class"?

Is there a genuine feeling of cooperation between teacher and student?

Do I speak clearly and distinctly?

Do I smile?

Do I make learning a fun experience?

Do I project enthusiasm?

Am I interested in each individual student's needs and responses?

DO I TREAT MY STUDENTS AS ADULTS?

Do I prepare a detailed lesson plan for each lesson?

Do I speak less than my students?

Do I create special lesson materials to meet individual learning differences?

Is imagination used in developing lesson materials?

Do I give credit to my student for what s/he already knows?

Am I working to become versatile in the use of teaching devices (books, games, pictures, etc.)

DO I TREAT MY STUDENTS AS ADULTS?

What efforts do I make to motivate and maintain motivation for learning?

Do the students share in identifying and developing goals.

Is three-way communication encouraged (teacher-student; student-teacher; student-student)

Do I create an attitude of support rather than one of authority?

DO I TREAT MY STUDENTS AS ADULTS?

CHAPTER VII

Placement and Retention of Volunteers

PLACEMENT

Once volunteers have completed pre-service orientation and training, they are usually eager to get started. Assign them as quickly as possible, while their enthusiasm is still high. By now you should have a folder of completed Volunteer Request forms (discussed previously in Chapter V, example below) to assist you in placing volunteers where they are both wanted and needed.

REQUEST FOR VOLUNTEER HELP

I would like _____ volunteer(s) to assist me in the following capacity:

_____

_____

This help is needed beginning _____ through _____
(date) (date)

at _____
(site and address)

No. of hours per week _____ S M T W Th F S
(circle days needed)

Daily hours _____ to _____ a.m. p.m.

Signature X _____

Please use back side for specifics you would like emphasized when volunteers are receiving orientation and training in response to this request.

_____

While Volunteer Request forms are an orderly means of matching program needs with available volunteers' qualifications, the forms cannot assure that you will be able to respond to staff requests for volunteers on a first-requested, first-served basis. When matching volunteers with requests, there are a number of things you must take into account. These include the volunteers' backgrounds, skills, educational levels, temperament, the degree of supervision they are likely to need, and the urgency of the request for help. All are important considerations. In the end, however, you will discover that three other considerations will usually determine how quickly, in what order, and indeed, whether you are able to fill a request for volunteer help. These are the times a volunteer is needed and the times s/he is available; the geographic location of the need and the location the volunteer is traveling from; the area of need and the area of volunteer interest (e.g. you need a reading tutor, but the volunteer wants to tutor math and assist with publicity.) When these three considerations are taken into account, then, if there is more than one placement possibility, you can and should give attention to the order in which the requests were received.

Make volunteer placements thoughtfully; it is important to morale and to program effectiveness. The morale of both paid staff and volunteers will decline if inappropriate volunteer placements are a frequent occurance. Support for the volunteer program will soon wane. The students, and ultimately the entire education program, will suffer as a result. This need not happen, however, if you use the same care in selecting and placing volunteers as you would in selecting and placing paid personnel.

Some programs with a variety of volunteer opportunities available make placements prior to training. In these situations, placement is based upon information obtained from the Volunteer Application form and through a personal interview. Together, the interviewer and the volunteer select an assignment from among the possible placement opportunities, using the various criteria previously mentioned. Training is then provided specific to the selected assignment.

Other programs with fewer areas of volunteer need or with a more general or uniform need, provide the same training to all volunteers and make volunteer placements after the pre-service training is completed. Once on the job, additional information regarding specific site needs is provided by the requesting staff person. This approach to training and placement allows you to get to know each volunteer a little better before assigning them, and to more accurately assess what and where his/her most useful contribution to the program might be. This can be a particularly good idea when a volunteer plans to work with students. Either way can work well. Which method you choose should be dictated primarily by what serves your program's needs best.

Once a volunteer is trained and ready to take an assignment, it's up to the volunteer coordinator to arrange the first meeting between the volunteer and the staff person to whom s/he will be assigned. Provide both with a WRITTEN description of the job and WRITTEN information regarding the specific assignment. (Examples in Appendix VII, Section VII-A, at the end of this chapter.) This helps prevent any misunderstandings or unrealistic expectations on the part of either party.

The sample forms presented in Appendix VII are intended as aids to assist you in conceiving forms appropriate to your own needs and purposes. The Job Description you will recognize from Chapter III. It is a clear statement of the requirements and responsibilities of the job. The Class Assignment form conveys pertinent information about the different information; however, be sure to include the work site address, the days and times of assignment, and the volunteer's and appropriate staff's names and phone numbers.

When a volunteer will be working independently, take him/her to the work site. Introduce him/her to the students (if applicable) and/or acquaint him/her with where things are and with any procedures not covered during the pre-service orientation. Independent volunteers should also get a written job description and written assignment information. Be sure they have the phone number and office hours of the volunteer coordinator, and

encourage them to call if they have any problems or questions. But don't then sit back and wait for a call. The volunteer coordinator should take the initiative and call or drop in on independent volunteers on a regular basis. It's important that they be reassured that you remember they're there, and that you are there to give support whenever they need it.

CONTRACTS

We recommend that you ask each volunteer to sign a contract in which s/he agrees to carry out prescribed duties for a specified period of time. We have found three months a comfortable contract period for most volunteers. It is short enough to not be intimidating, and long enough to do the program some real good. Three months is enough time for the volunteer to assess the experience and determine whether s/he wants to continue. The contract can be renewed by mutual consent for a similar period of time.

While a volunteer contract is not legally binding, it does establish a certain psychological mind set. Signing a contract makes most volunteers feel more bound to their agreement and more likely to take it seriously. Having a contract is yet another indication to the public that you have a professional attitude toward volunteer involvement in your program and that you require a committed and responsible attitude on the part of volunteer participants.

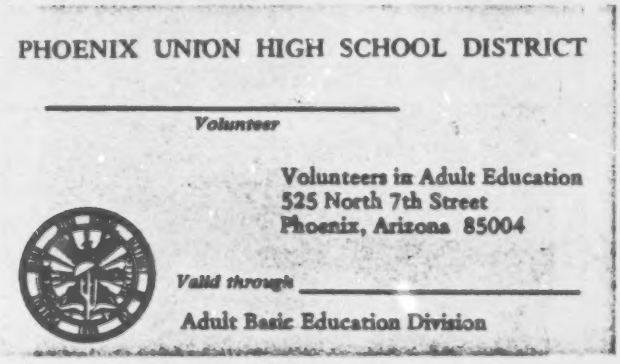
You will notice that the sample volunteer contract (Appendix VII-B) is simply a job description with a line added which says: "I have read and understand the above, and agree to conscientiously carry out the responsibilities as described," and has a space provided for signature. By the time you ask for a contract commitment, the volunteer is already familiar with the job description. It was first discussed during recruitment and interviewing, it was discussed in more detail during training, and it is

reviewed again at the time placement is made. It should contain no surprises. Few volu teers will have any qualms about signing their names to this job description/contract and formalizing their agreement with you.

You may decide for one reason or another that you want a contract separate from the job description. As long as it clearly states the job requirements AS YOU HAVE PREVIOUSLY OUTLINED THEM TO THE VOLUNTEERS, that should not present a problem. Whichever you prefer is fine. After the contract is signed, give one copy to the volunteer and keep one for your files.

Some programs get some very able "volunteers" from the county's Adult Probation Department. We have found it useful to require a second contract with these volunteers (See Appendix VII-B) to clearly establish the terms of the arrangement. Then STICK TO YOUR TERMS. If you do, you may find Adult Probation a quite satisfactory source of volunteer help.

Upon placement, the Phoenix Union Volunteers in Adult Education Program, and many other programs that rely on volunteer help, issue each volunteer a business card. (Below)



The volunteer's name is typed in the appropriate space and the ending service date, as agreed upon in the volunteer contract, is entered. Volunteers enjoy the business-like image that accompanies the card. It enhances the feeling that they're an "official" part of an important larger whole.

BEST COPY AVAILABLE

Some programs work out arrangements with merchants, services and restaurant owners, to allow volunteers a discount on their products or services. The card then also serves as I.D., qualifying volunteers for the special discount. Every time it is shown, whether to friends or to business people, it makes a professional business-like statement about your program. For about five dollars for 500 cards you can put this simple but effective public relations tool to work for you.

RETENTION OF VOLUNTEERS

Now you've got them, how to keep them. . . . Retaining satisfied volunteers is seldom a matter of luck. It's a matter of providing frequent and consistent recognition and appreciation, along with continuous ongoing support.

RECOGNITION

It is vitally important that you regularly acknowledge your volunteers' contributions. We all like to know we are appreciated. Most of us give more fully and freely of ourselves when our efforts are noticed and acknowledged, and not simply taken for granted. Remember that social needs are the most frequently mentioned motives for people volunteering. Set a warm and appreciative example for the staff to follow. Encourage those who work with volunteers to be friendly and to give some thought to the kinds of satisfactions volunteers are looking for. What rewards do they need to function happily and effectively? As someone aptly expressed it, "RECOGNITION IS NOT SO MUCH SOMETHING YOU DO AS IT IS SOMETHING YOU ARE. IT IS A SENSITIVITY TO OTHERS AS PERSONS, NOT A STRATEGY FOR DISCHARGING OBLIGATIONS."

There are dozens of ways to recognize the contributions of volunteers. The most important ways are informal, evidenced in ongoing daily acceptance of the volunteer as a member of the team. Volunteers are not servants. Let if be "we", not "you", sharing, not ordering. Volunteers who feel that their time and talents are being well used are reliable and helpful. Unless the staff feels and behaves as though the volunteer is part of the team, it is unlikely that the volunteer is going to feel successful. So smile; greet volunteers by name. Say "Thank you," OFTEN. Recognize personal needs and problems and try to accomodate them as much as possible. Take time to explain things -- if necessary, more than once. Take time to "just talk."

Invite volunteers to attend staff meetings. Help them develop self-confidence by encouraging their opinions and listening to them with respect. Invite volunteers to participate in the staff coffee arrangements. Occasionally, spring for a soft drink, or perhaps surprise them with a special treat. Say "Good night," when they leave, say "We missed you, we're glad you're back," when they've been out. Send a birthday card or celebrate in some other way on their birthday. Write them thank you notes. Send cards to them and their families on holidays. Send fun cards for no occassion at all.

There are many other possibilities for recognizing volunteers. The following have been gathered from a variety of sources:

- Have a volunteer suggestion box; READ AND CONSIDER THE SUGGESTIONS.
- Post a volunteer Honor Roll in a conspicuous place.
- Celebrate special achievements (job related and otherwise.)
- Nominate candidates for community or state volunteer awards. (See Community Opportunities for Volunteer Recognition, Appendix, Section VII-C at the end of this chapter.)

- Promote a "Volunteer-of-the-Month" program.
- Recognize volunteers in a special edition of the in-house newsletter.
- Plan staff and volunteer social events; e.g., attend a sports event, have a picnic, a wine and cheese tasting party, or a public reception. (See Volunteer Recognition Event Planning Sheet, Appendix, Section VII-C, at the end of this chapter.)
- Include your volunteers in cooperative, community-wide, interagency recognition events. (See Appendix, Section VII-C at the end of this Chapter.)

Certificates are still another way to let volunteers know they are appreciated. So are plaques, pins, etc. In-house certificates can be impressive looking (See Appendix, Section VII-C) and are easily arranged. The Governor's Office will also issue Certificates of Achievement and Service for worthy causes. Sometimes they will issue proclamations in honor of various projects and causes. (See Governor's Proclamation Fact Sheet and Sample Proclamations (Appendix, Section VII-C).

If you choose to recognize your volunteers with certificates, make it personal. Have people who know the persons getting the awards give them out. (e.g., immediate supervisors or co-workers, not the county superintendent they've never met.) Give time and attention to the recognition ceremony itself rather than to a speaker or other program items. It's a nice idea to let several volunteers have an opportunity to say a few words about their experiences.

All of these suggestions for recognizing and showing appreciation to your volunteers are valid and important. But without a doubt, the best recognition is still letting volunteers know that they are needed members of a team, that they are doing something important, and that they are doing it well. You can convey this to volunteers by giving them real and meaningful work to do. Let them know you need them. Call on them in emergency

situations. Invite their participation in staff meetings. Provide them with opportunities to have a voice in decisions and policy-making. Ask them to make a report. Neither you nor they will ever realize the contributions they can make to your program unless you encourage them to grow on the job (and also out of one job into another) and take on new and greater responsibilities.

IN-SERVICE TRAINING, DEVELOPMENT AND SUPPORT

Some unplanned learning opportunities will almost certainly present themselves to most volunteers in the course of their performing their assigned jobs. We urge you, however, to also PLAN some in-service training, development and support activities for your volunteers so that both they and the program can realize greater potential. Together, volunteer and program staff can identify learning situations that would directly benefit the volunteers and, as a result, enhance the volunteer program. Some learning opportunities you might arrange include lectures, conferences, workshops or pre-service training programs for current volunteers wishing to enter a different volunteer job area.

The program might maintain a small lending library of books about adult education subjects. It could complement this by compiling a more comprehensive list of other adult education reading. Other possible learning experiences might be an "apprenticeship" arrangement, field trips, and courses offered by your own or other educational institutions and/or community groups.

Offering group in-service training and development is a good way to encourage volunteer growth when volunteer needs are similar. Skills workshops, organized discussions, lectures, problem solving sessions and similar group activities can focus on current and foreseeable future needs of volunteers. "Rap" sessions can combine structured professional

growth experiences like those listed above, and a chance to share experiences, vent frustrations, and learn from one another while strengthening the "family" feeling (See Rap Session Agendas, Appendix, Section VII-D for ideas for such sessions.)

The considerations when planning group in-service trainings are essentially the same as those suggested in Chapter VI for preservice training, but with these additions:

1. Prepare and distribute an announcement of the activity so that all interested volunteers will be aware of the purpose, time, location, and registration procedure (if any). (Sample Announcements, Appendix, Section VII-D.)

2. Involve volunteers in planning the activity to ensure that it is consistent with their needs.

3. At the conclusion of the activity, ask volunteers for suggestions for future in-service activities and topics.

V-FoRSS and other volunteer programs have found that a volunteer newsletter is an excellent vehicle for sharing program and volunteer information, presenting teaching tips and adult education news, honoring staff, students or volunteers, and maintaining the feeling of "family" by relating personal incidents and anecdotes. (See Human Interest Stories, Appendix, Section VII-E, and a sample copy of the V-FoRSS Newsletter, Appendix, Section VII-F.)

After your volunteers have been on the job for at least three months, you will be doing yourself, your program, and your program's future volunteers a great service if you will solicit volunteer evaluation of your pre-service and in-service trainings, as well as any other observations or comments they might have. (Sample evaluation questions are presented in the Appendix, Section VII-G.) Encourage a candid response by allowing anonymity.

As we mentioned in Chapter VI, evaluation time is no time to be thin-skinned. Try to remain as objective as possible and use criticism to improve the quality of future orientations, trainings and ongoing volunteer support. And be prepared to enjoy a real boost when the evaluations tell you what a good job you're doing.

From here on, it's a matter of repeating the recruitment, training and maintenance cycle throughout the year in accordance with your program's goals and objectives. (Refer again to Recruitment, Training and Management Plan Chart, in Appendix, Section V-A, Chapter V.) You will want to keep careful records in order to determine the effectiveness of the program, and to be sure you continue on course. Don't be afraid to make some adjustments along the way. Be firm, not rigid; be flexible, not easily bent off course; be professional, but not stuffy. Relax and have a good time. Working with volunteers can be one of the most fun and rewarding experiences you'll ever have.

For additional information on the effective training and management of volunteers, we refer you to the following books:

Volunteer Training and Development: A Manual for Community Groups
by Anne Stenzel and Helen Feeney (1968)

The Effective Management of Volunteer Programs by Marlene Wilson (1976)

Volunteer Today -- Finding, Training and Working with Them
by Harriet H. Naylor (1967)

APPENDIX VII

Sample Placement, Retention and Recognition Materials

SECTION VII-A

Sample Volunteer Job Descriptions and Volunteer Assignemnt Form

POSITION DESCRIPTION

POSITION TITLE: ESL TUTOR

PLACEMENT: V-FoRSS home tutorial situation

PROGRAM OBJECTIVE: to assist persons for whom English is a second language in learning or improving their English language skills - listening, speaking, reading and writing, (in that order) - so that the student can function more fully in the community.

TIME COMMITTMENT: 4 hours weekly minimum teaching time, spread over at least 2 days, for a period of 3 months.

RESPONSIBLE TO: V-FoRSS Coordinator or ESL Support Specialist.

POSITION RESPONSIBILITIES:

To become familiar with and learn to correctly use basic texts and materials by participating in 12 hours of intial ESL Orientation and by reading materials given out at training sessions. In addition, a training and problem solving session will be given once a month. All tutors will be expected to attend.

To tutor non-English speaking adults in English-as-a-Second-Language, in their homes or at other suitable sites.

To be reliable and on time on regularly scheduled days. (Four hours minimum per week.) Give as much notice as possible if you are unable to meet with your class and arrange a mutually satisfactory time for a make-up session.

Carry out a lesson plan prepared by you; consult V-FoRSS staff if there are any questions about your plan or materials.

Conscientiously keep records of your students' progress at the end of each tutoring session, and also of their attendance as well as any "field trips."

Keep V-FoRSS staff informed on any developments which call for assistance beyond the duties to which you have agreed.

SAMPLE MATERIALS

V-FoRSS/ABE/PUHSD

CLASS ASSIGNMENT FORM

Address _____ Site _____

Classdays _____ Telephone _____

Students _____ # _____

_____ # _____

_____ # _____

_____ # _____

_____ # _____

NOTES _____

_____

_____

_____

Volunteer Teacher _____

Support ESL Specialist _____

Telephone Office 256-364 Home _____

BEST COPY AVAILABLE

SECTION VII-B

Volunteer Contracts

POSITION DESCRIPTION

POSITION TITLE: ESL TUTOR/TEACHER

PLACEMENT: V-FoRSS community based ESL classes.

PROGRAM OBJECTIVE: to assist persons for whom English is a second language in learning or improving their English language skills: listening, speaking, reading and writing (in that order), so that the student can function more fully in the community.

TIME COMMITMENT: 4 hours weekly minimum teaching time, either 1 day or 2 evenings, for a period of three months.

RESPONSIBLE TO: V-FoRSS Coordinator and V-FoRSS Community Site Manager.

POSITION RESPONSIBILITIES:

To become familiar with and learn to correctly use basic texts and materials by participating in 10 hours of initial ESL Orientation and reading materials given out at training sessions. In addition, a training and problem solving session will be given once a month. All tutors will be expected to attend.

To teach non-English speaking adults English-as-a-Second-Language, at community based class sites throughout the Valley.

To be reliable and on time on regularly scheduled days. (Four hours minimum per week.) Give the Site Manager at least 24 hours notice if you are unable to meet with your class.

Carry out a lesson plan prepared by you; consult V-FoRSS Site Manager or Volunteer Coordinator if there are any questions about your plan or materials.

Conscientiously keep records of your students' progress at the end of each class session, and also of their attendance as well as any "field trips."

Keep V-FoRSS Site Manager or Volunteer Coordinator informed of any developments which call for assistance beyond the duties to which you have agreed.

I have read and understand the above and agree to conscientiously carry out the responsibilities as described.

X_____

JOB DESCRIPTION OUTLINE/GUIDE:

NAME OF YOUR PROGRAM

VOLUNTEER POSITION DESCRIPTION

Position Title:

Placement: (Where and in what situation will the volunteer be expected to work.)

Experience Necessary: (Include any special educational or training background requirements.)

Program Objective: IMPORTANT!

Time Commitment: Select the minimum requirements; be as specific as possible about the number of hours per day/night; which and how many days/nights per week; total weekly hours; specify duration of commitment.

Responsibilities: Outline the responsibilities of the position; be sure to list all the minimum expectations, including participation in mandatory training.

Training Required: Specify required training either to be provided by you or arranged by you. Some orientation and training should be provided by every volunteer program to every volunteer.

Responsible to: State to whom the volunteers are directly responsible.

STATE THE COMMITMENT YOU ARE ASKING FOR HERE

Signature X _____

A unit of the PHOENIX UNION HIGH SCHOOL SYSTEM Patrick B. Henderson, Ed.D., Superintendent

525 North Seventh Street Phoenix, Arizona 85006

You may begin at a mutually agreed upon date within the time allowed by the court, but once that date has been determined, we will require a steady commitment each week in the days and hours agreed on at the time of the first interview.

There may be some time when you have to be absent, but we will require, as we do with all our help, that you call in advance. If we are not notified in advance, we will reserve the option to terminate this agreement. If you have a series of excess absences, even with notices, we will terminate this arrangement with you.

Assignment: _____

Starting Date: _____

Days & Hours: _____

Total Hours: _____

Signature: _____

Interviewed by: _____

SPECIAL AGREEMENT FOR MARICOPA COUNTY ADULT PROBATION VOLUNTEERS. This form required signed before training.

cc: Probation Department

SECTION VII-C

Community Opportunities for
Volunteer Recognition

COMMUNITY OPPORTUNITIES FOR VOLUNTEER RECOGNITION

VOLUNTEER BUREAU: VOLUNTEER OF THE WEEK AWARD (Weekly)

MARICOPA COUNTY COMMUNITY COUNCIL: VOLUNTEER OF THE YEAR AWARDS FOR BOTH INDIVIDUAL AND GROUP. (ANNA ROSENWEIG/ DOC DUNHAM AWARDS (April)

PHOENIX GAZETTE: "DOIN GOOD" AWARD (Daily)
SEND INFO TO GAZETTE, P.O. BOX 2600, PHOENIX, 85001.
INCLUDE ADDRESS AND PHONE NO. OF CANDIDATE, AND YOUR OWN
* PHONE NUMBER

ACTION OFFICE: PRESIDENT'S VOLUNTEER OF THE YEAR AWARD (April)
CONTACT STATE ACTION OFFICE

CHANNEL 12/ST LUKE'S: HON KACHINA VOLUNTEER OF THE YEAR (September)
CONTACT VOLUNTEER OFFICE AT ST. LUKES HOSPITAL

ARIZONA STATE SENATE: SPIRIT OF ARIZONA AWARD (February)
CONTACT INFORMATION OFFICE OF ARIZONA STATE SENATE

DOVIA: VOLUNTEER OF THE YEAR AWARD (April)
CONTACT VOLUNTEER BUREAU FOR INFORMATION

DON'T OVERLOOK COMPANY NEWSLETTERS. MANY OF THESE IN-HOUSE ORGANS WILL WRITE STORIES ABOUT EMPLOYEES WHO VOLUNTEER. THIS IS A RECOGNITION AND RECRUITMENT VEHICLE.

ALSO, LOCAL NEWSPAPERS WILL USUALLY WRITE A SMALL FEATURE ABOUT THEIR READERS WHO VOLUNTEER. THEY ARE USUALLY ON THE OUTLOOK FOR CITIZENS TO WRITE HUMAN INTEREST STORIES ABOUT.

VOLUNTEER RECOGNITION EVENT
PLANNING SHEET

This worksheet is designed to aid staff coordinators in planning for a major recognition event. It provides a set of guided questions to get at the particulars that are involved in a major event. The worksheet can be done individually or in a small group with one person acting as a recorder.

1. WHY ARE WE HAVING THIS EVENT? (historically significant, volunteers want and expect it, as a special way to say thank you. . .)

2. WHO WILL BE RECOGNIZED? (specifically, what group of volunteers and what is the criteria for recognition)

3. WHAT KIND OF EVENT DO WE ENVISION? Should we have:

   Food? _____ What Kind? _____

   Entertainment? _____ What Kind? _____

   Awards or Gifts? _____ What Kind? _____

4. WHO WILL BE RESPONSIBLE OVERALL FOR THE EVENT?

   Name of chairperson:
   Planning committee members:
   Subcommittees:
   - Food:
   - Decorations:
   - Awards:
   - Entertainment:
   - Clean up:
   - _____:
   - _____:
   - _____:

5. HOW MUCH CAN WE SPEND?

6. WHEN SHOULD IT BE?

7. WHERE SHOULD IT BE?

Volunteer of the week

Mary Hawkins has been a tutor in the V-Forss (Volunteers for Refugee Self-Sufficiency) for two years.

One of her English students is Xaun Le a Vietnamese housewife. Ms. Hawkins has escorted the Les and their two small children on cultural tours of museums, the zoo and theaters in the Valley.

A volunteer position can allow you to give as much of your time and skills to an agency or individual as you wish.

The Volunteer Bureau of Maricopa County is a non-profit United Way agency that recruits and refers volunteers to other non-profit agencies. Visit the Phoenix office, 1515 E. Osborn, 263-9736, or the Tri-City office, 21 S. Hibbert, Mesa, 834-7777, Ext. 435, for a placement.

Some current requests for volunteers include:

- Volunteers are needed to sew and make puppets to use as aids in a reading program for students with multiple sclerosis.
- Gasoline will be furnished for people willing to use their cars two hours one day a week to deliver hot meals to shut-ins in the Glendale area.
- The Arizona Women's Employment and Education program needs people to help prepare women on welfare for employment. Volunteers will help teach basic skills on how to write a resume, handle an interview, budget money, cope with job-related stress and the family, car pooling and personal hygiene.

Sean Brady/Republic

Volunteer Mary Hawkins tutors Xaun Le, left, and her 2-year-old daughter, Vy Ong.

VII-3C

BEST COPY AVAILABLE

Language helps pave road to liberty

Lavida Nickerson and Kim Horn Chhouk bridge a language and cultural gap.

Stories by
DAVE ESKES
Gazette Reporter

Lavida Nickerson sat next to Kim Horn Chhouk on the couch in the small apartment and smiled encouragement.

On the coffee table were glasses of heavily sweetened Tang with ice cubes, which Chhouk, a Cambodian refugee, had graciously supplied her guests.

Beyond the fact both women were barefoot and in their 40s, there was little to indicate they had anything else in common.

Yet it was obvious they are close friends despite the language gap and disparate cultural backgrounds.

Nickerson is a volunteer teacher for Volunteers For Refugee Self-Sufficiency (V-FORSS), while Chhouk is her former pupil.

Nickerson's mission is to teach "survival English," a three-month course designed to familiarize refugees with basic uses of English in everyday society.

Included are such skills as how to shop at a grocery, how to fill in your address on a form and how to answer common questions. Nickerson, like all volunteers, is unpaid.

Although Chhouk has already completed her course, Nickerson keeps in touch regularly.

"When we stopped our classes," she recalled, "Kim had tears in her eyes. But I explained to her, 'I won't be your teacher any more — now I'll be your friend.' "

Nickerson said when she first began teaching Chhouk and her family, who have been in America a scant four months, they were too afraid to walk down the street.

That no longer seems to be the case, as witnessed by the boys, 7 through 17 years of age, who filed in from school, one by one. They were smiling and relaxed as they carried their lunch buckets.

"I hadn't done anything like this before," admitted Nickerson, who said she first thought being a volunteer would be a "fun thing" to take up free time now that her family was grown.

"But after I got into it, I found the people were so polite and appreciative that I felt I was really doing something worthwhile."

Nickerson, an airline ticket agent, had no background in teaching, but said V-FORSS teaching materials made it easy. Although the textbook is complete, teachers are encouraged to experiment.

Volunteers for Refugee Self-Sufficiency is located in the old Carver High School building at 415 E. Grant. There, Dave Whitehorn heads a staff including Peter DeCindis and Lan Wheeler, who speaks Vietnamese and Cambodian.

Wheeler, who fled Saigon as it fell in

Turn to LANGUAGE, G-3

Lan Wheeler fled Saigon in 1975 and now assists V-FORSS as a translator for Vietnamese and Cambodians

VII-4C

BEST COPY AVAILABLE

THE WHITE HOUSE

WASHINGTON

National Volunteer Week, 1981

Ever since the early days in our country's history, Americans have volunteered their time and energy to help others. They have worked to build strong community organizations, to promote issues in the public interest, and to help the needy.

Working individually and in groups, these citizens have sought to solve public problems through private action. National Volunteer Week offers us a special opportunity to celebrate these efforts. It is a time to remember the countless hours citizens give every year helping to make our lives better and a time for each of us to recognize our responsibility to become actively involved in our communities.

I am pleased to join with VOLUNTEER: The National Center for Citizen Involvement in saluting our nation's volunteers. I urge all Americans to show they care by donating a little of their time to help a worthy cause. Working together, we can renew America.

Ronald Reagan

BRUCE BABBITT
GOVERNOR

OFFICE OF THE GOVERNOR
STATE HOUSE
PHOENIX, ARIZONA 85007

IN REPLY
REFER TO:

October 22 1982

Dear Friend:

It is my pleasure to recognize you for your involvement in the resettlement of refugees in Arizona. The caring and humanity which you have demonstrated are qualities of which all Arizonans can be proud.

As Americans and Arizonans we have a rich tradition of welcoming newcomers to our land and sharing with them the privileges and responsibilities of freedom in a democratic society. You have shown by your unselfish efforts that you are a part of that tradition.

Again, thank you for your efforts to improve the quality of life for all refugees in our State.

Sincerely,

Bruce Babbitt
Governor

BB:jlm

The

City of Tempe

and

Tempe Community Council

on this 16th day of September, 1981

Recognize with sincere appreciation

the

Volunteer

SYDNEY LANGSTON

from

REFUGEE SELF-SUFFICIENCY

Harry E. Mitchell

Mayor

City of Tempe

Presidents

Bd of Directors

Tempe Community Council

VII-7C 190

V-FoRSS Volunteers for Refugee Self-Sufficiency

Certificate Of Achievement

This certificate of achievement is awarded to

_____

for

_____

Awarded this _____ *day of* _____ *19* ____

_____ _____

V-FoRSS Coordinator State Refugee Program Coordinator

_____

Superintendent

BRUCE BABBITT
GOVERNOR

OFFICE OF THE GOVERNOR
STATE HOUSE
PHOENIX, ARIZONA 85007

IN REPLY

GOVERNOR'S PROCLAMATION FACT SHEET

General

The Office of the Governor is asked by many individuals, interest groups and organizations to issue proclamations in honor of various projects and causes. We receive more requests for proclamations that we have the resources to provide. As a result, not all requests for proclamations can be met. Additionally, we can only consider requests made by residents of Arizona.

Policy

The Governor will issue a proclamation to call attention to a project or cause. A proclamation neither indicates nor should it imply the Governor's support of any given issue.

Proclamations are limited to non-commercial efforts which have definite local activities in Arizona.

An effort is made to proclaim subjects of general interest to a broad group of citizens. Thus, an effort is made to recognize a subject in its broadest sense rather than a narrow special interest within a larger movement. For example, our tendency would be to proclaim an "endangered species month" over a "save the spotted frog month".

Publicity

You may feel there is value to your group to have such a proclamation publicized internally. This office is unable to distribute the proclamation to the news media so you should arrange this yourself.

Procedure

You should provide the Governor's Office with a completed draft of the proposed proclamation at least three weeks prior to the date you wish to have a completed document. This draft must follow the format explained below. The draft should be complete and localized. We cannot accept "information packages", last year's proclamation, or a national suggested proclamation.

MORE/OVER

Signing Ceremony

In most cases, the signed proclamation will be mailed directly to you in a protective tube. The Governor can sign your proclamation if it has broad interest, and arrangements are made to schedule a ceremony in advance. This ceremony should be scheduled with Scott Phelps in the Governor's press office. (see below). If you desire a photo of this ceremony, you should provide your own photographer.

Format

Proclamations are limited to one page, typed about 200 words. The wording should be simple and to the point. No wording should imply that the Governor personally supports the subject of the proclamation.

Include references to local impacts and specific efforts in Arizona related to the proclamation. In general, follow the format indicated in the attached example.

For further information on proclamations write to:

Jim West
Office of the Governor
State House
Phoenix, AZ 85007

(602) 255-4331

PROCLAMATIONS

The following proclamations are examples of those received over the past several years from both governors and local officials. These can be used to generate new ideas for your own local use.

PROCLAMATION

WHEREAS volunteering of one's time and resources is an elemental part of the essence and tradition of our country and is essential to its spirit and vitality; and

WHEREAS our nation is experiencing a time when material and technological resources are becoming increasingly limited; and

WHEREAS it is ever more in evidence that our nation's greatest resource is its people; and

WHEREAS volunteers have shown that they truly care and share generously of themselves and their resources; and

WHEREAS volunteerism is increasingly recognized as a central partner with government and industry in doing the work of the nation; and

WHEREAS volunteerism directly reflects the democratic principles upon which this nation was founded in that everyone - regardless of circumstance or station, or factors of race, age, sex, color, or creed can volunteer, and that indeed everyone is at times a "provider," at other times a "needer;" and

WHEREAS we are seeking even more contribution of human resources in volunteerism and better application of these valuable contributions:

THEREFORE, I wish to honor and to thank the dedicated citizens of this state who give so freely of their valuable time, energy, and abilities by proclaining this week of April 20-26, 1980 to be officially designated

VOLUNTEER RECOGNITION WEEK

And in doing so I call on all citizens of this state to help to renew and sustain the spirit and vitality of this great nation by committing a portion of their time - however small - in addressing the needs of their communities through voluntary action.

SECTION VII-D

Volunteer "Rap Sessions"

SAMPLE MATERIALS

ADULT BASIC EDUCATION DIVISION

A unit of the PHOENIX UNION HIGH SCHOOL SYSTEM Patrick B. Henderson, Ed.D., Superintendent

525 North Seventh Street Phoenix, Arizona 85006

January 16, 1980

Dear Volunteer:

Here are the details for the second Volunteer Tutor Rap Session, scheduled for Saturday, February 2, 1980. We will be meeting from 9:00 a.m. to 12:00 p.m. at the First Congregational Church, 1407 North 2nd Street, Phoenix. Bring your questions and anecdotes to share with the others. Dave, Mike, Kim and I will try to answer your questions and will be sharing some new teaching ideas and materials with you.

Please remember this is part of your ongoing training as a LINK Volunteer and your presence is important to the continuing growth and success of the entire group. We're looking forward to meeting with all of you again to learn from one another and have some fun.

Yours truly,

Jill Borden
Coordinator

JB:wp

SAMPLE MATERIALS

ADULT BASIC EDUCATION DIVISION

A unit of the PHOENIX UNION HIGH SCHOOL SYSTEM Patrick B. Henderson, Ed.D., Superintendent

525 North Seventh Street Phoenix, Arizona 85006

November 3, 1981

Dear Volunteer:

The next Rap Session will be held on Saturday, November 14 from 9:00 to 11:30 AM at the Adult Learning Center located at 525 North Seventh Street in Phoenix.

All participants will be given the opportunity to relate problems, successes, and discoveries in a mutual effort to better understand our students and improve the effectiveness of our teaching.

Linda Bacon, coordinator of the ESL Program of the Adult Education Division of the Phoenix Union High School District, will orient us to an approach to teaching English the Silent Way. She will provide us with insights about language learning and how those insights can be utilized in teaching.

We are very much looking forward to seeing you. As usual, juice, coffee, and donuts will be served.

Sincerely,

The V-FoRSS Staff

June 5, 1982

Volunteer Rap Session

AGENDA

Highlights of Poland Insights into the Polish Culture	Sophie Horchem, Tolstoy Foundation
Sharing our Classes	Volunteers
Friends of V-FoRSS	Mary Hawkins

February 2, 1980

Volunteer Rap Session

AGENDA

How to Help Your Students Develop
Useful Dialogues

Writing an "Experience Story"

Sharing Experiences;
Questions and Answers

March 29, 1980

Volunteer Rap Session

AGENDA

Sharing Our Classes

Using the 309 Materials

Maintaining Continuity in Your Lesson Plan

How to Work with Multi-Level Groups

July 12, 1980

Volunteer Rap Session

AGENDA

--Jazz Chants

--Using Visuals to Write Dialogues

--How to Work with Multi-Level Groups

--Using the 309 Materials

--Cultural Differences

October 11, 1980

Volunteer Rap Session

AGENDA

Introduction

Volunteer Class Update

How To Use The Phone Book

Emergency Dialogues

Longman Charts

Jazz Chants

Saturday, July 24, 1982
9:00 - 11:30

Volunteer Rap Session

AGENDA

I.	GETTING TO KNOW EACH OTHER	
II.	GETTING YOUR STUDENTS TO TALK MORE	PHIL GIBBS
III.	HORACE'S TALE (or is it TAIL?) ESL SONGS FOR LEARNING ENGLISH	DEBBIE HODGE
IV.	REFUGEE FRIENDS, INC.	V-FoRSS VOLUNTEERS BETTY HICKS & JOHN WURM
V.	VOLUNTEER JOB SATISFACTION - WHOSE RESPONSIBILITY AND HOW TO HAVE MORE OF IT	JILL BORDEN

SECTION VII-E

Human Interest Stories

Volunteer for Refugee Self-Sufficiency 1981

HUMAN INTEREST STORY

DATE: _____

VOLUNTEER: _____

Ask each volunteer to write a paragraph or two each month about something interesting that happened while they were volunteering. Always ask the permission of the person submitting the story before sharing it publicly, either orally or in print.

Volunteers for Refugee Self-Sufficiency 1982

HUMAN INTEREST STORY

DATE: Nov. 1 1982

TUTOR: JIM KONCZ

One of the most enjoyable - and perhaps most educational - aspects of teaching English as a second language is the unique insight that is forced upon the refugee by a limited vocabulary. The student must rely on a combination of familiar words to substitute for the one(s) that he has not yet encountered.

My favorite examples of this freshness of thought occured when a student, who had misplaced his lighter, told me he was looking for his "automatic matcher." On another occasion, while discussing "things that are found downtown," another student referred to the transient people and the places they find to sleep as the "park hotel." Still another time, one student came to my rescue as I was attempting to describe the differences between trees and wood to the other student: "Trees are live wood, and wood is dead trees."

The best things about this original thinking is that it lets me know what material I need to cover and it keeps me looking at things just a little bit differently.

BEST COPY AVAILABLE

Volunteers for Refugee Self-Sufficiency 1982

HUMAN INTEREST STORY

DATE: 5-28-82

TUTOR: Ernest Hinds

The time had finally arrived, I was to do my very own ESL teaching - this was it - I was going to solo. I was well prepared, was full of confidence and had built into myself the patience of Job. Nothing could go wrong - I thought. My wife needed our car (a two door sedan) for the evening so we went to my student's home to take her to the class room at church. My wife opened the door on her side and said to Dung, "scoot in."

At the church I put all the material in order and was ready to start; however, before I could speak Dung asked, "Mr. Ernie, what is "scoot in?"

I took 5 minutes to explain that was a slang expression for get in. Then Dung asked, "What is slang?" After another 5 minutes of explanation (with examples) Dung said, "Oh we have slang in Vietnam too."

Since I never tell my wife what to say or what not to say I <u>suggested</u> she be more careful of how she expresses herself in front of my students.

Ernie Hinds.

Mr. Ernie/Mrs. Ernie

P.S. Needless to say I learned a lesson also!

SECTION VII-F

Sample of V-FoRSS Newsletter

VFoRSS Volunteers for Refugee Self-Sufficiency

NEWSLETTER

Volume I, Number 5 November 1981

E.S.L. TRICKS OF THE TRADE

If your students are at the beginning level of English, one of the many points of confusion might be all the personal and possesive pronouns that we constantly use, (i.e. I, my, his, our, them, she, etc). The meanings of all these little words can be made a little clearer by gestures with your hands whenever you use them, and having your students do the same. For example: My (gesturing to yourself) name is Herbie. What is your (gesturing to the student) name? What is her (gesturing to a woman or girl) name? I (gesture) live in Phoenix. Where do you (PLURAL gesture) live? We (students gesture) live in Phoenix, too.

Obviously, we don't do this in normal conversation, but by doing it in beginning classes you can reinforce the meanings of the words. This also lets you know if your students have an understanding of the different words. If your student is gesturing to you when he says, "My name is Phuong Pheng Huong," you know something is awry.

* * *

When doing question-response activities, it's a fun idea to trade places and let the students be the teacher. This gives them a chance to formulate the questions and eventually ask some real communication questions.

For example: In an identification activity, after establishing the procedure, you could just lean back and say, "Okay, Kim Hong, now you are the teacher." After the student gets over her surprise, and realizes what you mean, she will probably get a real charge out of asking you:

What is this? What color is the chair? Where is the cup? etc. You might also try throwing in some curves with the wrong response so that the teacher can tell you the right response.

This technique can be used with any level students and with any subject being presented. It also helps to build the student's confidence in asking you questions that they might have in conversation, thereby establishing communication.

A little follow-up idea to this "student is teacher" activity, is to let the students try to teach you a particular word or expression that you're working on, in their language. They will get a real chuckle out of hearing the teacher pronounce a word in Khmer or Vietnamese. This also lets the student know that we realize how difficult it is for them to pronounce our crazy English words.

* * *

Two key expressions that should be at your beginning level students' disposal are "I don't know," and "I forget." These expressions are easily dramatized by asking your student a question that you are sure that he doesn't know the answer to, such as, "How old am I?" He will probably look confused and say nothing, or just "No." At this point, with an exaggerated shrug of your shoulders, hands in the air, and a befuddled look, you could give your student the response, "I don't know."

This same technique can be used for teaching "I forget" by asking your student something that was presented briefly before but he probably won't remember. After he thinks for a while, you might gesture by looking very, very thoughtful and indicating that something was in your head but, alas, flew away, and give your student the response, "I forget."

Your student will appreciate having these tools at his disposal, and the lesson will move along better when the students can express that he doesn't know and that he forgets instead of merely looking speechless.

V-FoRSS UPDATE

The V-FoRSS staff would like to thank all of the volunteers who have worked so hard. Your work is reflected in the figures below. These figures indicate totals as of October 27, 1981.

-Number of volunteers trained	147
-Number of students who received ESL and survival skills instruction	285
-Number of students who received vocational training	50
-Numbe. of students who were removed from public assistance	43

* * *

MILLICENT

Millicent prepares a lesson on automobiles. Thanh is eager to learn how to talk about cars in English.

Millicent: Okay Thanh, what's this?
Thanh: . . . .
Millicent: It's a sportscar.
Thanh: Sportscar?
Millicent: That's very good. And what's this?
Thanh: . . . .
Millicent: It's a station wagon.
Thanh: Station wagon?
Millicent: Very good, Thanh, and what's this?
Thanh: . . . .
Millicent: It's a pick-up.
Thanh: Pick-up?
Millicent: You are doing so well. Can you name some sportscars?
Thanh: . . . .
Millicent: We have Porsches, and Corvettes, and . . . uh . . . Lamborghinis.
Thanh: . . . .

Millicent: Can you say, "laaaam booorr ghiii niii"?
Thanh: . . . .
Millicent: Excellent! You are such a good student!

Thanh is very grateful to know so much about cars. He hopes they will learn about homicidal jurisprudence next week.

* * *

PROVIDING A CULTURAL LESSON

The holiday season will soon be here. Thanksgiving provides an opportunity to discuss a bit of history as well as culture. The following article will be a bit difficult for most of your students--please edit, change, condense, and eliminate as you see fit. DO NOT ASSUME that your students will already be familiar with the information in the article. We grow up knowing about Pilgrims, pumpkins, and turkeys, but the Pilgrims never did make it to Southeast Asia.

Having a few visuals will really enhance this story. Your students will soon be seeing posters and/or televisions programs and advertisements with our traditional symbols of Thanksgiving, so if you can explain these symbols to the refugees, they will have a much better understanding of the American customs of Thanksgiving.

THANKSGIVING

In the United States, the fourth Thursday in November is called Thanksgiving Day. On this day, Americans give thanks for the blessings they have enjoyed during the year. Thanksgiving is usually a family day, celebrated with big dinners and happy reunions.

The first American Thanksgiving was in Plymouth, Massachusetts in 1621. The people of Plymouth came to America from England in 1620. They were called Pilgrims because they went from place to place searching for religious freedom.

The Pilgrims came to Plymouth in December. The winter in Massachusetts is very cold. There were no houses. There was little food. Many Pilgrims

became sick. About half of them died.

In the spring, an Indian chief came to Plymouth. He and his tribe helped the Pilgrims. The Indians taught the Pilgrims to hunt, fish, and grow food. The Indians taught the Pilgrims to use fertilizer for planting corn, pumpkins, squash, and beans. Because of this help from the Indians, the Pilgrims had a good harvest.

The Governor of Plymouth invited the Indians to join the Pilgrims in a day of thanks to God for the good harvest. The Indians were happy and sent five deer to Plymouth. The men went hunting and returned with turkey and other wild game. The women prepared many delicious dishes from corn, squash, cranberries, and pumpkins.

The Indians came to Plymouth, and the Thanksgiving celebration lasted for three days. They ate, drank, sang songs, danced, and played games. Everybody had a good time.

Many of the traditions of the modern American Thanksgiving come from the first Thanksgiving celebration. The people eat turkey, squash, corn, and cranberry sauce. Pumpkin pie and Indian pudding (a custard made with corn) are traditional desserts.

The first Thanksiving lasted three days. Today for many Americans, it is a four day holiday. Schools are closed on Thanksgiving Day and the day after. Many people have Thursday and Friday off from work. Relatives from other cities, students who have been away at school, and many other Americans travel long distances to spend the holiday at home.

* * *

A.P.S. SPARKS ELECTRONICS ASSEMBLY CLASS

Arizona Public Service has formed a commitee to assist various organizations in the valley. When V-FoRSS became aware of this, we requested volunteer assistance for our bilingual electronic assembly class. Within little time, Can Vo, an electrical engineer at A.P.S., was helping

teach the class.

Can Vo and Bounxay Keomany, an electronic assembler from Sperry, are working together to provide the electronic assembly instruction. The LINK teacher, Susan Isaacs, continues to teach vocational English.

* * *

HUMAN INTEREST STORY OF THE MONTH

This is my first time teaching English as a second language on a formal basis. On my second evening of teaching an English class of about 15 Cambodian students, I noticed that I had some new faces in my class and most of them were older students. A couple of them could not see the chalkboard even when they sat in the front seats. I believe some of them were pre-literate and found it difficult to keep up with the class.

While I was teaching, I noticed the older people were slower in keeping up with the rest of the class, and some of them seemed to have given up already. As I was forewarned, many old people are slow learners and some of them give up trying. I thought to myself, why am I stuck with these older students. I thought, I wish they weren't in my class because they will hold back the rest of the class. Then it would be my fault that the more advanced younger students were not learning fast enough or might be bored in my class and might drop out. Therefore, I viewed the older students as a possible burden.

Not until the next morning, after a good night's rest, I woke up with a new insight about the older students in my class. I began to see the positive aspects of having older students in my class. Yes, it is perhaps more work to teach the older students, but I have to give them credit for just being in the class. Even if they are too discouraged to make an attempt to learn writing, at least they are trying to learn by just exposing themselves to English. It's better than staying at home and not trying. While gaining this insight, I began to get in touch with the struggle they are going through. How oppressive it must be for them to try to learn a language at an older age. Bless their hearts for trying. It's heart-warming to see

them learning even if their progress is slow.

The other insight I gained is from writing this human interest story. I realize now that even if I didn't have older students in my class, I still would have students at different levels of English even though they are all beginners. This is due to different levels of experience, and different rates of learning.

Hence, I believe when I return to my class, I'll have gained a new level of tolerance and will begin to enjoy and appreciate the older students in my class.

--Margaret Hsiao Fisher

* * *

CONGRATULATIONS

The following volunteers received certificates for having completed the teacher's training and provided three months of service.

Kathleen Wallar
Pamela Flores
James Farris
Patricia Peterson
Carole Alexander
Ann Foster
Grace Hedgepeth
John Peterson
Melodee Jackson
Thomas Nangle
Peter Giammanco III

Lavieta Nickerson and Kate Ellison received certificates for six months of service.

* * *

POINTS TO PONDER

Do I treat my students as adults? What efforts do I make to motivate and maintain motivation for learning English? Do the students share in identifying and developing goals? Is three way communication encouraged (teacher to student, student to teacher, and student to student)?

DECEMBER RAP SESSION

In addition to the open discussion of successful strategies and problems, next month's rap session will also feature a workshop on James J. Asher's Total Physical Response. This approach was the topic of a feature article, "Fear of Foreign Languages," in the August issue of Psychology Today.

The workshop, itself will have a film, a demonstration, and discussions of both how the techniques work and how they might be applied to a home-outreach class. We will also discuss the limitations in applying the approach to our needs. The workshop will start at 9:00 am Saturday, December 12, 1981. As usual there will be pastries and coffee served. All of the support specialists will be there and available for consultation after the workshop at 11:30.

SECTION VII-G

Sample Post-Service Orientation/Training Program
Evaluation System

Did you find the twelve hour pre-service orientation helpful in preparing you for your teaching assignments? (Please explain your answer.)

How could the orientation be improved to be more beneficial to the volunteer.

Do you have any suggestions to improve the rap sessions?

Were the responsibilities of the position more than what you were led to expect?

Was the ESL support specialist helpful?

Are you planning to continue to visit your student(s) on an informal basis?

How could the overall program be improved?

IN-SERVICE or POST-SERVICE EVALUATION